

The Scientific Perspectives Of Eastern Scholars In The Development Of Musical-Rhythmic Competencies In Future Music Teachers

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Abstract: Today, the formation and development of musical-rhythmic competencies in future music teachers is of significant importance. Mastering this competency provides the necessary conditions for forming conscious and psychologically mature attitudes towards people. From the perspective of professional readiness of graduates, competencies refer to the ability to apply a set of knowledge, skills, and methods of activity in specific situations effectively. This article discusses the methods of Eastern scholars in shaping musical-rhythmic competencies in future music teachers.

Keywords: rhythm, music, ability, image, competence, song, experience, virtue.

INTRODUCTION.

In modern society, the understanding of various cultures, the linguistic and cultural diversity of the world's peoples, and the issue of maintaining relationships between different ethnic groups are becoming increasingly relevant. Globalization places the responsibility on educators to form globally oriented individuals who can understand, appreciate, and communicate across cultures, based on human values.

Today, the formation and development of musical-rhythmic competencies in future music teachers has become a critical task. Mastering this competence creates the necessary conditions to develop a conscious and psychologically mature relationship to others.

The process of professional preparation for future music teachers aims at humanizing education, which involves the independent development of one's personality and creative self-realization, contributing to the formation of a competent individual. However, strategic principles of

improving professional education are not fully reflected in this process.

Historical Context and Role of Eastern Scholars: Music and literature are an inseparable part of human life, and studying the works of our ancestors helps introduce numerous musical and poetic works, assisting in their study. Many classical scholars, including Abu Nasr Farabi, Ahmad al-Farghani, Abu Ali ibn Sina, Abdurahman Jami, Alisher Navoi, Najmiddin Kavkabiy, and Darvish Ali Changi, have written extensively about the art of music and musical science in their treatises.

The music and poetry of Central Asian peoples have historically developed in a syncretic manner, which dates back to the first millennium BC. This is reflected in the earliest oral musical-poetic creations, such as epic hero songs and poems. Notable examples include Shirak, Rustam, and Siyavush.

Contemporary research shows that, in practice, music teachers often lack the necessary training in musical performance. The development of musical-

rhythmic competencies in future teachers remains an underdeveloped issue in local pedagogy.

Challenges in the Current Educational System: There is a contradiction between the objective need for qualified music teachers in society and schools and the insufficient development of their musical performance skills. There is also a lack of theoretical development of the methods for shaping musical-rhythmic competencies in future music teachers.

Resolving these contradictions is crucial for introducing students to the art of music, fostering their cultural and aesthetic development, and shaping the moral foundation of children's personalities. Competence, in this context, does not only refer to acquiring specific knowledge and skills, but also to integrating these abilities across different fields and applying them effectively in professional activities.

Competence in Music Education: The level of professional preparedness of graduates is defined by their ability to apply knowledge, skills, and methods in specific situations. Competence encompasses the personal and professional qualities necessary to perform professional activities effectively. In the context of music education, competence involves the ability to understand and apply various musical concepts, skills, and techniques, forming the basis for effective teaching.

The development of social-pedagogical competence in future music teachers is essential for ensuring their professional success and effectiveness in working with students. This competence enables teachers to find their professional identity, understand the essence of their teaching role, and work with students in a manner that fosters their personal and creative growth.

The Role of Eastern Philosophical and Pedagogical Methods:

Before exploring the methods of Eastern scholars, it is essential to understand the rhythmic system of Uzbek classical music, which is linked to other artistic fields such as poetry and dance. Research on the professional music themes of oral tradition acknowledges the significance of rhythm, although many studies fail to address the full scope of rhythmic issues. Music reflects thoughts and emotions through its sound, depicting moral problems that have been significant throughout human history. The philosophical essence of music is revealed through its ability to address issues such as life and death, the individual and society, goodness and injustice, power and weakness. Eastern philosophers, psychologists, and educators have long recognized the potential of music to shape the human spirit. In particular, the components of music—rhythm and melody—are seen as having a profound effect on the emotions and internal world of individuals. Music, as an art form, plays a key role in aesthetic education, shaping individuals through their exposure to music from an early age.

Practical Approaches in Teaching Music to Children:

In the context of training future music teachers, the educator must take a developmentally appropriate approach to teaching music. This includes various methods for instilling rhythm and musical abilities in students. These methods involve:

- Introducing music through repetition of material by the students;
- Singing songs;
- Conducting;
- Music performance;
- Ensuring emotional experiences are integrated into learning;

- Creating conditions for the development of individual creative expression.

Shaping rhythmic competencies is one of the most important tasks in music education, and it requires a thoughtful and gradual approach. Rhythm, as a complex skill, involves perception, understanding, performance, and the creation of rhythmic images in music.

Conclusion. The formation of musical-rhythmic competencies in future music teachers is an ongoing process that relies on the application of methods developed by Eastern scholars. These methods emphasize the importance of understanding and introducing students to the philosophical, cultural, and emotional aspects of music. Through structured lessons and extracurricular activities, higher education institutions can effectively shape the musical-rhythmic competencies of future educators.

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