

## **MAIN TRENDS IN THE DEVELOPMENT OF MODERN TECHNOLOGIES FOR THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE MUSIC TEACHER IN THE EDUCATION SYSTEM**

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**Abstract:** Musical and performing competence of the future music teacher is the central link of the technology of professional competence of teachers of comprehensive schools. In order to reveal the structure and content of the technology of professional competence of the future music teacher, we decided to analyze the features of his professional activity.

**Keywords:** development, technology, competence, education system, music teacher, formation, professionalism.

### **INTRODUCTION**

The professional activity of a music teacher has its specifics, which are determined by the interconnected elements of the concepts of "teacher" and "musician". Since a music teacher of comprehensive schools is both a teacher and a musician in one person. The most important of all the skills that a future music teacher should have is mastering a certain musical instrument. The musical and performing activity of a music teacher is characterized as the interaction of the author and performer of a musical work, i.e. the teacher, which is aimed at reproducing and revealing, and thereby conveying to the student, i.e. the listener, the artistic image of a musical work, the main author's idea. Music is one of the most powerful information processes of the musical language, acting with the norms of their use as a system of stable types of sound combinations, and therefore the musical performance of a work performs a communicative function. Musical and performing activities include the reproduction of the musical text of a work, the interpretation of its artistic image, idea, meaning, the selection of the most acceptable expressive means for the accurate interpretation of the content of the composer's idea.

### **MATERIALS AND METHODS**

The very nature of musical art is creative, therefore, a creative component is initially imposed in a music teacher, which opens up opportunities for creativity in a music teacher of comprehensive schools. It is mainly manifested in their ability to vividly perform musical works, interpreting and causing emotional inspiration in listeners. The abilities of musicians, music teachers to thoroughly reproduce musical compositions come from their internal content as a person: general culture, general knowledge, thinking, worldview, abilities, including musical, emotional qualities. The natural stages of the formation of professionalism of pedagogical activity of a future music teacher are the accumulation of knowledge, skills and abilities, while the development of artistic and creative abilities occurs constantly. The profession of a music teacher presupposes the obligatory presence of general pedagogical and special abilities at the junction of pedagogy and musical art. It is evident that the work carried out in this direction is mainly aimed at improving human capital. The decisive role in the implementation of such urgent problems is played by the science of didactics. After all, didactics is required to provide highly effective pedagogical technologies, scientific-theoretical, objective, and practice-oriented design of educational content.

### **RESULTS AND DISCUSSION**

Structuring and designing the formation of professional pedagogical technologies takes place in

the works of a number of scientists V.P. Bepalko, M.V. Klarin, I.Ya. Lerner, N.M. Monakhov, G.K. Selevko, Zh.A. Karaev, B.A. Turgunbaeva, K.K. Kabdykairov, G.M. Kusainov, M.M. Zhanpeisova and others. Speaking about general technology, it should be noted that it is of an industrial nature and is a set of methods used to change the state, properties and form of raw materials and materials in the process of obtaining products. Therefore, its task as a science is to determine the most effective process for practice and to identify the patterns of its use. From this point of view, the only condition for the development and implementation of the most effective pedagogical technology is the technological training of the future specialist. This, in turn, requires the design of an effective structure for the content of technological training of future specialists. The use of teaching technologies and their appropriate use both in all school subjects and in the subject of music depends on the professional training of the future music teacher and his competence.

but also educational, since the powerful flow of modern culture, influencing the consciousness of the student, develops intelligence, taste, imagination, thinking from different sides, and this is the main task in the educational activities of the music teacher, which becomes the foundation for the implementation of educational tasks.

"The complexity of the profession of a music teacher is determined by the need for a close relationship between the elements included in the concept of "Teacher" and the concept of "Musician", each of which is multifaceted," writes the famous teacher O.A. Apraksina [1, 112 .p]. Speaking about the profession of a music teacher, it is legitimate to reveal his musical and pedagogical activity. Modern pedagogical theory and practice presupposes the ability of a teacher - musician to independently plan, control, regulate their educational and professional actions and deeds, to general cultural, competence-based broad education. The professional activity of a music teacher is to familiarize students with musical values contained in the artistic images of musical culture. Musical and pedagogical activity, like any other, exists in the form of a sequence of actions, each of which to one degree or another corresponds to a certain level of formation of the musical and pedagogical quality of a specialist. It provides the whole spectrum of pedagogical and specialized education.

Musical and pedagogical activity of a future music teacher includes: constructive, musical - performing, communicative, organizational, research activities based on their own generalization and systematization of the acquired knowledge.

The relevance of the research problem is due to the fact that the future music teacher masters this content, technological training. In the course of the analysis of theoretical literature and actual experience in training music teachers regarding the technology of forming the professional competence of the future teacher, we found out that there is: - insufficient pedagogical validity of the need of the future music teacher to master the technology of forming professional competence in pedagogical universities, colleges in accordance with the requirements of modern society; - the need to develop a technology for forming the professional competence of the future music teacher and the lack of a methodology for its implementation in the university; - the existence of contradictions between the current state of training of future music teachers and the incomplete use of the possibilities of forming technological training of future music teachers in pedagogical universities and colleges was revealed.

To achieve the set goal, a set of methods of scientific knowledge was used, such as: theoretical; analysis of philosophical, psychological, social, musical-pedagogical, cultural literature on the research problem; analysis of students' educational activities: questionnaires, conversations among students, teachers; experimental methods (observation, identification, formation); study of state compulsory educational standards, standard programs, curricula; modeling, study and generalization of pedagogical experience, testing, statistical and mathematical methods of processing the obtained results, clarifying the essence and structure of readiness of future music teachers to implement collaborative learning technologies, determining the components, criteria and indicators of its formation; content analysis of basic research concepts for the purpose of their development and specification; empirical - observation, questionnaires, self-analysis, self-

assessment to determine the relevance of the problem of developing the professional competence of future music teachers, modeling the process of preparing teachers for the implementation of collaborative learning technologies.

The development of the educational process develops science, the development of technology and engineering develops production. The development of society as a whole depends on the development of the education system, while the development of the education system depends on the development of society. The development of the education system is carried out in two main vectors: intensive and extensive. The education system in Kazakhstan is closely connected with the Soviet period. In the 60-70s of the twentieth century, the education system moved to mass secondary education, where it was necessary to form elementary skills and abilities in accordance with scientific and theoretical knowledge of students, and prepare students for work. Pedagogical courses, pedagogical schools and universities were organized to train teaching staff. In the 80-90s of the twentieth century, during the perestroika period, the educational policy also changed. Gradually, the authoritarian style of work acquired a democratic, humane character, the main goal of the pedagogical process was aimed at developing the student, revealing his inner potential. Teachers at school began to pay attention to various methodological research, creative work [2]. Today, the level of professional training and competence of a future music teacher is influenced by the labor market that has developed in Kazakhstan. Also, every year the requirements for the quality of specialists with higher education are becoming more stringent; specialists are required not only to have knowledge and skills, but also a creative approach and the ability to apply them in various fields of activity.

## **CONCLUSION**

Based on the theoretical ideas outlined above, we will give our own definition of the concept of the category "competence": Competence is the ability to use acquired knowledge; the ability to possess skills in relation to the future chosen profession; a set of integrative qualities of the individual corresponding to the level of social development, capable of resisting environmental factors. Competence is a person's ability to solve a certain range of problems. According to Yu. Skzhypchak, the teacher's competence should become the main condition of his professional activity. Teaching self-management and self-assessment is the main principle on the path to developing the professional competence of a teacher in the system of advanced training. The formation of the professional competence of a teacher should be aimed, on the one hand, at developing the internal personal resources of the teacher, and on the other hand, satisfy the needs of the state and the school [3]. To determine the theoretical basis for the formation of the technology of professional competence of a future music teacher in the education system, we will provide an independent definition of this term. Professional competence is the unity of theoretical and practical readiness, the ability of an individual to improve professional activity, that is, we can say that the competence of a teacher is a concept denoting a personality trait associated with the ability to use the knowledge and experience of an individual in a specific situation.

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