

FORMATION OF PROFESSIONAL MOTIVATION OF FUTURE MUSIC TEACHERS FOR RESEARCH AND PROJECT ACTIVITIES

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Abstract:

The Innovative Development Strategy of the Republic of Uzbekistan for the period until 2020 focuses on attracting and retaining youth in the field of science and technology. The modern educational environment of higher educational institutions is aimed at developing a high degree of motivation and interest in scientific knowledge, project and research activities among university graduates [1, 3]. Forming professional motivation of students - future music teachers for research and project activities is the key to success in future professional activities, career and professional development.

Keywords: music, pedagogy, methodology, piano, pedagogical university.

Introduction

Research and project activities are a significant didactic and educational potential for preparing a competitive personality endowed with such socially significant qualities as mobility, initiative, entrepreneurship, the ability to make non-standard decisions, responsibility, and the ability to work with information flows; readiness for self-improvement in professional activities; possession of skills of self-education, self-organization and self-discipline.

The effective development of a professionally educated individual with the skills of research and design activities is impossible without a high level of professional motivation, which is the internal impulse in the development of the professional competence of the future music teacher. The motivation of future music teachers for research activities is a system of factors, including motivational attitudes, interests, needs, inclinations, aspirations, etc.

The problem of motivation is one of the fundamental ones in psychological science, the formation and development of which has been the subject of a significant amount of research (V.G. Aseev, L.I. Bozhovich, I.V. Imedadze, K. Levin, A.N. Leontiev, A.A. Faizullaev, H. Heckhausen, etc.). Motivation in a psychological context is a system of external and internal incentives that determine and encourage a person to perform certain actions.

The professional motivation of future music teachers for research and design activities is understood as a set of factors and processes that encourage and guide students to increase the growth of scientific and innovative activity and the potential for inclusion in the process of complex and systematic work on designing and conducting scientific research in the field of



musical art and music education, on acquiring new knowledge and applying it in solving theoretical and practical problems in music-pedagogical and performing activities.

At the Mordovian State Pedagogical Institute named after M.E. Evseviev, the formation of professional motivation of future music teachers for research and project activities is implemented not only within the framework of educational activities, but also when students conduct independent or collective search and experimental research outside the classroom schedule under the guidance and methodological support of teachers.

Thus, within the framework of the research group “Theory and Practice of Innovative Activity of a Musician Teacher in the System of Continuing Art Education”, the formation of a scientific worldview, a value attitude towards scientific research and project activities in future music teachers, the development of research thinking, mastery of research skills and project work occurs in the process of planning specific activities and products of students’ research activities.

The organization of the activities of the research group is complex and is based on a combination of traditional and innovative forms and methods of collaboration between students and the teacher, combining individual and group activities of future music teachers.

The topics of individual student research are aimed at identifying the features of the creative heritage of composers and outstanding figures of musical culture, the patterns of musical and linguistic phenomena of different eras, musicological analysis of musical works, etc.

The involvement of students in the activities of the research group is supported through a system of material incentives introduced at the university upon achieving certain performance criteria (publications, awards, certificates of registration of intellectual property, supported and implemented grants, etc.)

The performance indicators of research and project activities of future music teachers in the research group are:

- the number of ongoing research projects focused on current problems of musical art and modern music educational practice;
- expansion and strengthening of interdisciplinary thematic connections and the content of individual and collective student research, including the results of pedagogical, musicological, psychological, information and communication research
- increasing the number of students involved in various forms and types of research work;
- increasing the level of development of research and design competencies;
- increasing the number of student publications in co-authorship and without co-authorship with the teacher;
- registration of intellectual property objects with Rospatent;
- the number of awards (diplomas, certificates, medals, etc.) received as a result of students’ participation in research competitions and professional skills competitions.
- informal interactive communication with scientists, teachers, scientists and musicians, students of other universities, whose activities are related to the implementation of scientific developments and innovations.

The desire of future music teachers to receive appropriate incentives increases the desire of students to realize their abilities in the research field, which affects the increase in the main



performance indicators of the research group [5]. At the same time, the professional development of a specialist as a researcher requires a certain time frame and a significant investment of intellectual work. In this regard, for more effective work, it seems important to develop a space for research communication and interaction between future music teachers and leading teachers, scientists, and educational practitioners, which will stimulate and motivate further professional research activities.

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