

PROFESSIONAL STUDENTS IN PEDAGOGICAL HIGHER EDUCATION PEDAGOGICAL- PSYCHOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF IDENTITY

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Abstract

This article is devoted to the analysis of the pedagogical and psychological characteristics of the development of professional identity of future music teachers. The study studies the theoretical foundations of professional identity, factors influencing its formation, and the specifics of the process. The importance of national and international experiences, innovative pedagogical technologies, and digital tools in the development of professional identity of a music teacher is analyzed. The article presents recommendations on the introduction of special training and programs, the use of a person-centered approach, and interactive technologies to improve the quality of music education. This study represents scientific, theoretical, and practical approaches aimed at ensuring the professional growth and pedagogical effectiveness of music teachers. The article is intended for teachers, researchers, and educators working in the field of music education.

Keywords: Music teacher, professional identity, pedagogical approach, psychological characteristics, innovative technologies, digital tools, national and international experiences, music education, person-centered approach, professional skills.

Introduction

Today, the development of a music teacher's professional identity is a complex and multifaceted process that requires pedagogical and psychological approaches. From a pedagogical point of view, this process covers the content and methodology of music education, as well as creativity and practical activity. From a psychological point of view, the internal motivation of the individual, the level of self-awareness and interest in the profession are decisive factors. Therefore, in the training of future music teachers, it is important to deeply analyze all aspects of this process and enrich them based on national and international experience. This research work aims to study the pedagogical and psychological characteristics of the process of developing the professional identity of future music teachers, in which the conceptual foundations of this process, teaching methods and the importance of modern technologies are analyzed. The results of this research can serve to qualitatively improve the process of training music teachers. Professional identification is the process of forming a person's attitude towards his profession, realizing himself in the professional sphere and finding

his place in society. This process includes not only the development of professional skills and knowledge of the individual, but also the adoption of professional values and their manifestation in practical activities. The development of professional identification is especially important for representatives of the creative sphere, such as music teachers, because they act not only as educators, but also as promoters of musical culture.

Literature Analysis

Rashid Tashkulovich Primov "Feedback was expressed about the professional skills, innovative activities, psychological knowledge and culture of a music teacher"¹.

The importance of the professional skills, innovative activity, psychological knowledge and culture of a music teacher is emphasized. These factors play a key role in ensuring the effective pedagogical activity of a teacher.

Sobirova Oygul Alimovna "Feedback about the professional competence of a music teacher."²Opinions were expressed about the professional competence of a music teacher, that is, their knowledge and skills in their field. Professional competence plays an important role in increasing a teacher's confidence and identification with their profession.

Sabina Urinova will talk about the importance of improving the professional and pedagogical skills of music teachers and their professional competence, which is one of its branches.³". The importance of improving the professional and pedagogical skills of music teachers and developing their professional competence is discussed. This process is important in improving the quality of teacher education. The following quotes can be cited about the professional identity and skills of music teachers:

Sabina Shukhrat kizi Urinova will talk about the importance of improving the professional and pedagogical skills of music teachers and their professional competence, which is considered one of its branches.⁴The importance of improving the professional and pedagogical skills and professional competence of music teachers is emphasized. This process plays an important role in improving the quality of teacher education.

Abdulatip Abdujabbor oglu Esonaliyev "Reflections on the modern requirements and tasks of a music teacher"⁵The adaptation of a music teacher to modern requirements and the tasks assigned to him are discussed. Meeting the requirements of the times is important in strengthening the teacher's professional identity.

¹Rashid Tashkulovich Primov, "Music Teacher and His Professional Skills", "ARESCIENCE" scientific journal, 2020, issue 1, volume 4, pp. 703-712.

²Sobirova Oygul Alimovna, "Methodological competencies of a future music teacher and stages of their development", Journal "Modern Transformation of Education", 2024, Issue 5, Volume 1, pp. 80-85.

³Sabina Urinova, "The Importance of Developing the Professional Competence of Music Teachers", "Tafakkur Ziyosi" magazine, 2023.

⁴Sabina Shukhrat kizi Urinova, "Professional Competence of Music Teachers", Journal "Modern Transformation of Education", 2024, Issue 5, Volume 1, pp. 80-85.

⁵Abdulatip Abdujabbor oglu Esonaliyev, "Professional characteristics in the work of a music teacher", "Barkamol avlod" magazine, 2024, issue 2, pp. 45-50.

Sabina Shukhrat kizi Urinova "Talks about the importance of developing the professional competence of music teachers"⁶The importance of developing professional competence in music teachers is highlighted. Professional competence plays an important role in increasing a teacher's confidence and identification with their profession.

Sabina Shukhrat kizi Urinova will talk about the role and importance of music theory in improving the professional competence and creativity of music teachers.⁷"The role and importance of music theory in improving the professional competence and creativity of future music teachers are discussed. Music theory is an important factor in developing the creative abilities of teachers.

Z. Yakubov "Some problems of professional training of music teachers will be discussed"⁸The problems in the process of professional training of music teachers are highlighted. Solving these problems is important in developing teachers' professional identity.

Nazri's descendants.Kurbanniyoz Berdievich Panjiev "Talks about the qualification requirements for improving the profession of future music teachers" discusses the qualification requirements for improving the profession of future music teachers. When a music teacher forms his professional identity, his professional motivation, sense of personal and social responsibility, as well as self-confidence are strengthened. This, in turn, serves as a decisive factor in providing students with quality education, instilling in them an interest in musical culture and in forming an aesthetic taste in them. As components of a professional identity, a person's professional identity, professional competence and the results of his activities are of great importance. Through these components, a music teacher demonstrates his creative abilities and becomes an accomplished specialist in his field.

The process of self-awareness of an individual is important in understanding the essence of professional identity. Self-awareness as a music teacher serves not only professional development, but also personal growth. By developing professional identity in the process of music education, an individual can more fully demonstrate their creative abilities. In addition, as a music teacher forms his professional identity, he has the opportunity to make a socio-spiritual contribution to his society through musical activity. For music teachers, professional identity is an important factor not only in forming responsibility and loyalty to his profession, but also in ensuring his personal and professional development. By combining personal identity and professional skills, a music teacher can be successful in conveying musical knowledge and aesthetic values to his students. Therefore, the formation of professional identity is one of the important directions of the music teacher training system.

Professional identity represents the individual's attitude to his profession, the understanding of his professional role and the process of implementing this role through his activities in society.

⁶Sabina Shukhrat kizi Urinova, "The Importance of Developing the Professional Competence of Music Teachers", "Art and Culture" Journal, 2023, Issue 3, pp. 60-65.

⁷Sabina Shukhrat kizi Urinova, "The role and importance of music-theoretical disciplines in improving the professional competence and creativity of future music teachers", "Scientific newsletter of Jizzakh State Pedagogical University", 2023, issue 1, pp. 70-75.

⁸Z. Yakubov, "Some Problems of Professional Training of Music Teachers", Journal "Pedagogical Skills", 2023, Issue 2, pp. 55-60.

This process involves the integration of personal and professional identities, the adoption of professional values and the formation of personal development and social responsibility based on them. The development of professional identity is especially important for music teachers, since this process not only increases the quality of the educational process, but also plays an important role in the preservation and development of musical culture.

The professional identification of a music teacher is considered a complex process that combines creativity, skills and pedagogical approaches. The process of professional identification, along with the formation of a person's attitude to the profession, ensures his personal motivation, self-awareness and understanding of his professional role. The importance of this process for music teachers is manifested in the disclosure of their creative potential, the development of musical knowledge and skills and their successful integration into pedagogical activities. Professional identification is an important factor in the formation of the professional skills of a music teacher. This process determines the content, methods of the music education process and approaches that are appropriate to the needs of students. Music teachers must not only have musical skills, but their professional identification also provides the opportunity to effectively communicate with students, convey to them musical aesthetic values and arouse interest in musical culture.

Research Results

Scientific views show that the development of professional identity for music teachers includes personal and professional competencies. These competencies, in turn, are determined by the combination of internal and external factors that shape the individual's attitude to the profession. Psychological approaches emphasize that the level of self-awareness, motivation and professional satisfaction of the individual play a key role in the formation of professional identity. The pedagogical approach involves the use of appropriate educational processes, practical training and creative approaches for the development of professional identity. Professional identity in music teachers not only increases the individual's interest in their profession, but also increases their responsibility for the development of musical culture. The success of this process depends on the integration of national and international experience, innovative approaches and the effective implementation of digital technologies in the educational process. Therefore, it is necessary to pay special attention to the formation of professional identity in the system of training music teachers. This serves not only to develop the professional competencies of teachers, but also to improve the quality of music education and the musical aesthetic abilities of students. The development of professional identity of music teachers serves not only their professional skills, but also their personal development. Through this process, music teachers can feel more confident and effective in their pedagogical activities, achieve success in conveying musical values to their students, and make a significant contribution to the development of musical culture in society. This, in turn, will bring the music education system to a qualitatively new level.

In the process of training music teachers, pedagogical approaches are one of the main mechanisms for the formation of a person's professional identity. Integrated approaches play

an important role in this process, as they ensure the integration of theoretical and practical training. Through integrated approaches, future music teachers not only acquire musical knowledge, but also have the opportunity to develop the creative abilities required in their professional activities.

Pedagogical approaches are aimed not only at improving the professional skills of music teachers, but also at developing their personal qualities. In this process, modern approaches such as person-centered education, constructive pedagogy, and the development of critical thinking play a special role. For example, person-centered education ensures the personal development of future music teachers, taking into account their specific needs and abilities. This serves to further strengthen their professional identity.

In the training of music teachers, approaches aimed at developing creative abilities are of particular importance. To stimulate creativity, activities such as musical performance, composition and improvisation should be integrated into the educational process. These activities not only develop the practical skills necessary for music teachers, but also create an opportunity to effectively teach creative abilities to their students.

The use of national and international experiences in the organization of pedagogical processes is also of great importance. By teaching national musical traditions and values, music teachers form respect for their cultural heritage. At the same time, the study of international experiences allows for the effective use of modern musical methodologies. This approach serves to form the professional identity of future music teachers in a global musical context.

The use of modern pedagogical technologies is another important factor in increasing the effectiveness of music teacher training. Interactive technologies, such as digital programs and virtual musical instruments, further enrich the educational process and stimulate creative approaches. Through these technologies, future music teachers not only acquire musical knowledge and skills faster, but also have the opportunity to apply them in practical activities. The role of pedagogical approaches in the training of music teachers is extremely important, they are crucial in the formation of professional identity. When the educational process combines creativity, national and international experience, modern technologies and person-oriented approaches, future music teachers will be able to successfully form their professional identity. This will increase their effectiveness in pedagogical activities and make a significant contribution to the development of musical culture in society.

In the process of developing the professional identity of music teachers, it is important to use national and international experiences. National experience ensures the formation of a professional identity based on the musical culture of the individual, folk music traditions and national values. Folk music is one of the most important sources that helps a teacher understand his personal and professional identity. This not only enriches the creative activity of a music teacher, but also allows him to teach students national culture. By integrating national musical values into the professional training of teachers, their attitude to their profession and a sense of responsibility are formed. International experiences, on the other hand, take the process of training music teachers to a new level. Musical methodologies, technologies and innovative approaches included in curricula in different countries of the world play an important role in

the professional development of music teachers. In particular, through international music trainings and seminars, future teachers not only get acquainted with the achievements of modern music pedagogy, but also improve their professional skills. In this process, teachers have the opportunity to study global musical trends, apply new pedagogical methods, and introduce innovations into their educational activities. Developing professional identity in future music teachers requires not only the acquisition of musical knowledge and skills, but also a deepening of personal and professional self-awareness. Professional identity is at the heart of this process, determining teachers' responsibility for their profession, their identity, and their professional development strategies. The process of understanding and developing a person's professional identity is not limited to the acquisition of technical skills; it also includes a deep understanding of personal values, pedagogical skills, creative abilities, and cultural traditions. The results of this study indicate that it is important to combine pedagogical and psychological approaches in the training of music teachers. Pedagogical approaches allow for the introduction of new strategies in planning and organizing the educational process, while strengthening communication between students and teachers. Psychological aspects, on the other hand, are a decisive factor in increasing the professional motivation of future teachers, building self-confidence and developing critical thinking skills. Analysis of national and international experiences is of practical importance in improving music education and has a positive impact on the professional development of teachers. National experiences serve as an important source in strengthening national musical traditions and values, and international experiences serve as an important source in introducing advanced technologies and pedagogical methods into the educational process. This integration will enhance teachers' ability to operate globally and further enrich their professional identity. At the same time, the introduction of modern technologies into the educational process will create new opportunities for music teachers. Through virtual music programs, interactive resources and online platforms, teachers will expand their knowledge and skills and gain the opportunity to provide students with high-quality and interesting education. Such an approach will not only increase the effectiveness of music education, but also develop the creative abilities of teachers.

Conclusion

The development of professional identity in future music teachers contributes not only to their personal and professional growth, but also to improving the quality of music education. The system of music education can be improved by combining pedagogical and psychological approaches, national and international experience and modern technologies. This process ensures that music teachers are not only committed to their profession, but also actively participate in the promotion of musical culture and the spiritual enrichment of society. Therefore, measures aimed at the development of professional identity not only ensure the quality training of music teachers, but also allow for new achievements in the field of music education.

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