



Development of Professional Competence of Future Music Teachers on The Basis of Music Listening Activity

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Abstract: This article highlights the importance of music listening in the formation and development of professional competence of future music teachers. The role of listening in the process of music education, its pedagogical, psychological and didactic foundations are analyzed. Also, the possibilities of forming artistic and aesthetic taste in teachers through music listening, developing creative thinking and strengthening the competence of analyzing musical works are considered. The article also analyzes modern methods and technologies, innovative approaches to increasing the effectiveness of music listening, and gives practical recommendations based on best practices.

Keywords: Listening to music, professional competence, music education, future teacher, artistic and aesthetic taste, creative thinking, musical analysis, pedagogical technologies, innovative approach, music pedagogy.

Introduction: Music is a magical art that touches the most delicate fibers of the human soul. It not only awakens emotions, but also cultivates thinking, broadens the worldview and enriches human spirituality. Especially for future music teachers, listening to music is not only a pleasurable process, but also an important factor in their professional formation. Because music is learned not only through performance, but also through listening, it is perceived, analyzed and understood.

In today's globalization process, the education system faces new and new tasks. A music teacher must not only develop his own creative potential, but also teach

students to deeply understand music. In this, listening to music plays a key role. After all, through listening, a person discovers the inner world of music, understands its structure, emotional impact and aesthetic essence. Therefore, the correct organization of listening activities is one of the urgent issues in the development of professional competence of future music teachers.

Current modern pedagogical technologies and innovative methods allow for the effective organization of the music listening process. The effectiveness of music listening activities can be increased by studying audio-visual aids, interactive methods, digital technologies and advanced foreign experiences. Listening to music is not just a passive process, but a process of conscious perception, analysis and aesthetic evaluation. Therefore, conducting in-depth scientific research in this area and developing effective methods is of great importance.

This article analyzes the role, importance and ways to increase its effectiveness in the development of professional competence of future music teachers. By deeply studying the process of listening in music education from a pedagogical point of view, not only the teacher's professional preparation is strengthened, but also the students' interest in music and aesthetic taste are developed. Thus, listening to music is not only a process of hearing, but also an important component of a person's spiritual and professional formation.

Theoretical basis

Listening to music is not just the perception of sounds, but also a process of spiritual experience, aesthetic evaluation and creative understanding. Music is an art form that deeply affects the human mind and soul, and understanding and feeling it is a skill that is taught. Especially for future music teachers, listening to music plays an important role in improving their professional formation and pedagogical skills. Through this process, the teacher learns not only to aesthetically evaluate musical works, but also to deeply understand their structure, stylistic features and historical context.

From a psychological point of view, listening to music is a process that affects a person's perception, memory and emotional thinking. Studies show that in the process of understanding and experiencing music, various parts of the human brain are activated, which affects cognitive and creative processes. From the point of view of musicology and pedagogy, the process of listening to music is a means of developing musical thinking, through which a person learns sounds, their melody, rhythm and structure. Therefore, the formation of a culture of listening to music and the introduction of innovative approaches to it in the

modern educational process is an urgent issue.

If we look at the experience of advanced music education systems in the world, the methodology of listening to music is considered an integral part of the pedagogical process. For example, in European countries, this process is developed starting from kindergarten, and a culture of listening to music is formed in the minds of children. Also, analyzing musical works, understanding their historical, cultural and aesthetic aspects is an important part of teacher training.

The theoretical foundations of music listening are closely related to music pedagogy, psychology, and art history. The methodological foundations of the development of this activity for future music teachers, especially when combined with modern pedagogical technologies, give more effective results. With the help of interactive methods, audiovisual technologies, multimedia platforms, and digital resources, the process of listening to music acquires a new meaning and serves to develop students' musical perception.

In conclusion, listening to music is a source of both emotional and intellectual development for both teachers and students. The formation of music listening competence for future music teachers is not limited only to improving performance skills, but also strengthens the ability to approach music in depth, understand its essence, and analyze it. Therefore, in-depth study and development of music listening in the educational process on a scientific and practical basis remains one of the most urgent issues in music pedagogy today.

Literature review

The role of music listening in the development of professional competence of future music teachers has been widely studied, and there are a number of scientific sources and pedagogical studies on this issue. This literature provides important scientific foundations from the point of view of pedagogy, music education, psychology and music theory.

First of all, research on music education and pedagogical methodologies is of great importance. D. B. Kabalevsky's work on music education highlights the connection between music listening and aesthetic education. According to him, music affects the human mind and emotions not only through performance, but also through listening and perception. Kabalevsky noted that the formation of a culture of music listening is one of the main competencies of future music teachers.

The studies of B. M. Teplov[1] and G. A. Orlov[2] on the psychological foundations of musical perception and auditory activity are of great importance. These scientists scientifically substantiated the formation of

individual perception and musical memory in the process of listening to music. According to Teplov's work, listening to music is not only a passive process, but also a complex psychological mechanism that requires acting and creative perception.

The work of scientists such as G. Henle[3], E. Gordon[4] and Z. Kodaly[5] on the methodology of music listening deserves special attention. Gordon's work "Theory of Music Perception" explains how a student's musical perception, rhythm and tonal sensitivity develop through listening to music. Kodaly, in turn, expressed his opinion on the effectiveness of teaching music listening in an interactive way and suggested developing such a process from an early age.

Also, among modern studies, it is worth noting the work of P. Webster[6] and D. Hargreaves[7] on the integration of digital technologies and music education. These researchers scientifically substantiated the possibility of interactively developing music listening activities and strengthening musical perception using digital tools.

Although the theoretical and methodological foundations of music listening activities have been covered by many scientists, it is important to further deepen research on the impact of this process on the professional competence of future music teachers. By integrating modern pedagogical approaches, digital technologies and innovative methods, it is possible to organize music listening activities more effectively.

Listening to music is not only a process of aesthetic pleasure, but also a powerful factor that develops human thinking, enriches spirituality and influences professional formation. For future music teachers, this process has an even deeper meaning. After all, they must not only understand music listening themselves, but also teach their students to feel, understand and analyze music.

The studied studies and analyses show that music listening activities play an important role in developing the professional competence of future teachers. First of all, this process forms their musical perception and taste, teaches them to understand different genres and styles, and distinguish their distinctive features. By listening to music, teachers have the opportunity to analyze compositional styles, understand the historical and cultural context of musical works, and develop musical analysis and interpretation skills.

From a pedagogical point of view, the process of listening to music is an effective tool for forming independent learning, developing students' analytical thinking skills, and expanding their creative approaches. In particular, with the help of modern technologies, there is an opportunity to make the

listening process more interactive, visual, and dynamic. Audio and video materials, online platforms, and interactive teaching methods serve to make this process more effective and interesting.

In addition, through listening to music, teachers' pedagogical skills also increase. Through their own experience, they begin to better understand how to teach music, how to form a listening culture, and how to explain music to students. Such a process not only deepens the teacher's knowledge of music theory and history, but also improves their teaching methods.

The formation and development of a culture of listening to music is a process that not only increases the professional competence of future music teachers, but also a powerful tool for expanding their creative and aesthetic world. Therefore, paying greater attention to listening activities in music education, introducing innovative methods and combining them with modern technologies will undoubtedly be an important step in shaping the musical culture of the future generation. Thus, listening to music is not just a process, but also an important part of the human mind, spiritual world and professional growth. For future music teachers, this process serves as an indispensable factor in their professional formation and pedagogical activities. By listening to music, people not only understand art, but also strive to understand themselves, society and life more deeply.

CONCLUSION

Music is the voiceless voice of the human soul, a unique interpreter of feelings. Listening to it, understanding and comprehending it is a process that enriches human thinking and spirituality. Especially for future music teachers, listening to music is not just a source of interest or pleasure, but also an important factor in the development of their professional formation and pedagogical skills. After all, any teacher must first of all have excellent knowledge, a deep sense of music, and master the art of conveying it to others.

Today, innovations and modern technologies are rapidly developing in the field of education. This creates opportunities for more effective organization of the process of listening to music, increasing its effectiveness and introducing new pedagogical approaches with students using interactive methods. The culture of listening to music can be further expanded through digital technologies, audio-visual tools and online resources. However, this process should be perceived not only as a technical innovation, but also as an art form that enriches the human soul.

Listening to music is not just a passive process, but also an activity that develops a person's perception, sharpens his thinking and forms his artistic and aesthetic

taste. This process not only forms professional skills in future music teachers, but also directly affects their personality, skills and methods of working with students. They further improve their pedagogical activities by experiencing the elegance of music.

Therefore, listening to music should be perceived not only as a listener, but also as a creative process. For future music teachers, this process is not only an opportunity to gain knowledge, but also to feel music in oneself, convey it to students and increase their interest in music. In a society with a developed culture of listening to music, art, spirituality and aesthetic thinking also rise. In conclusion, the development of music listening activities, a new approach to teaching methods and making it an integral part of music education - this is not only a professional development of future music teachers, but also an increase in their responsibility in preserving and promoting national and world musical heritage. Through music, a person understands himself and the world, therefore, the formation of a culture of listening to music should be considered not only as an educational field, but also as an integral part of the cultural heritage of mankind.

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