

**DEVELOPMENT OF INDEPENDENT EDUCATION IN FUTURE MUSIC SCIENCE
TEACHERS**

F.A.Sapoyeva

Base doctoral student of Tashkent State Pedagogical University

It is quite challenging to put into words the emotions that are portrayed through music. The expression "when a word is powerless, music comes to the rescue" is not unjustified. Students are actively affected emotionally by music, and it delights them and conjures up pleasant memories. Students will be in a good mood after hearing engaging, meaningful, and interesting music.

Due to this, functional music is now studied to determine how music affects a person's physiology and mind. Different fields within the "music education" orientation have different lesson types (structures), modes of expression (languages), and psychological effects. As a result, music education is crucial in helping children develop their personalities and worldviews. For ages, our forefathers and people have left us a rich cultural heritage. Throughout the ages, vibrant songs have been written in various regions of our Republic based on the way of life, environment, and climatic circumstances. Instrumental music has also developed, and musical instruments have been made. Our most pressing duties right now are thought to be the ones involving their study, introduction to life, and transmission to the next generation.

One of our main tasks is to incorporate music, which is popular among the populace in many parts of our nation, into the educational system. Another is to teach the younger generation about our national heritage and values using the teacher-student relationship's longstanding traditions, forming and developing their professional skills. The creator is able to expand his or her own creative expertise through thorough acquaintance with and study of Uzbek musical art and culture. People's creative growth, the advancement of art and culture, the display of abilities, and the concepts of the Enlightenment came to the fore during this time. Traditional folk music, music, and folk songs play a huge role in satiating people's spiritual needs.

The primary factors influencing the establishment and growth of human spirituality are holidays, celebrations, and varied performances filled with folk music.

Sukhomlinsky V.A. the concept of Independent Education included (added) the creation/filling of a personal library and mental work left alone at home [1, 39-40]. From the point of view of our research work, this idea finds its continuation in the creation of an electronic database of the musical-creative repertoire of the music teacher.

Scientist Kuznetsova I.M. the opinion of claims that research at the time was primarily concerned with the external organizational and technical side of the process and did not address the issue of being able to independently identify, formulate, and solve cognitive tasks. Future didactic-methodological research on independent education led to



the formulation of the fundamental conditions for carrying out autonomous work. Among them are: their adherence to or compliance with the educational plans' content; the child's or student's ability to cope with situations in accordance with his or her mental, physical, age-state, and abilities; awareness; and training (teaching/instructing, arming with technical and organizational skills, setting the task of cognition, the expenditure of time (time allotted), observing the teacher's performance process, checking, developing/practicing the skill of self-control) [2, 16–17].

Thus, the didactic ideas of Independent Education have been produced through pedagogy. Systematicism, science, awareness, relevance to practice, plan-based, individuality, activity, adherence to the ability(s), age of an autonomous educational recipient, and connection with the ability(s) are a few of them (taking into account his ability). The conditions of preparation for independent education, the organization of independent education in schools and extracurricular educational settings, and therapeutic independent education (guided learning) are among the factors that determine readiness for independent education. Independent educational resources (machine and software teaching/educational tools) are another factor.

In the process of developing independent education of future music teachers, the use of the following types of competence-oriented technologies gives an effective result

There are several directions in the study of the phenomenon of "*Independent Education*". By philosophy-independent education is a process of cognition, and internal freedom, purposefulness, realization (realization) of one's own capabilities, abilities and potential are its features [2; 35; 119].

Sociology (societal works) - establishes links between independent education and socialization (Teaching, Development, and Education), self-awareness, professional growth, and unbridled enthusiasm or interest [5; 6; 100; 286]. Independent education is a social interaction that is explored in sociological study as a result of information communications in the setting of the leisure category. Independent education is regarded by scientist Shuklina E. A. as one of the kinds of unpaid activities intended to meet the needs of the social group for freedom of choice, socialization, and realization of their capabilities, abilities, and potential, raising the level of culture, education (literacy), professional and scientific degrees, pleasure and enjoyment.

One can discuss the need for knowledge on the basis of voluntary and non-voluntary communication/communication and its integration into the socium/society by referring to the phenomenon of "*Independent Education*," which the scientist Shakhova I.N. described in her dissertation of the educational system as a subsystem of society. In this situation, Independent Education is regarded as training in the first example and as a game in the second [5, 26], where communication with art is seen. Separate categories also exist for independent education:



1. One of a person's spontaneous, disorganized (stixial) activities focused on finding answers to interesting issues or solutions to challenges of daily life (not only knowledge of one profession or another).

2. Institutional systemic activity as a component of the educational chain.

3. The need for ongoing regular education to complement and supplement professional training (to broaden one's perspective, enhance general and political culture, satiate intellectual cravings, and assist mental job activity).

4. Activities that are planned intentionally or unintentionally (including in accordance with plans created by others) and have multiple channels of communication, including socio-pedagogical (teachers and mentors), socio-psychological (referent groups that offer mutual aid), and internal

5. Independent education as the process of constructing an individual's self (personality) on the basis of free independent creativity while pursuing an understanding of his or her surroundings and themselves through interpersonal communication.

The age of the student is considered to be the most favorable time for the development of all psychic processes in pedagogical and social psychology. Independent education is seen as a component of self-education, self-improvement, and self-development in the study of internal mechanisms of self-control.

A highly effective level of creative problem-solving for professional and pedagogical tasks as well as personal self-improvement is the goal of independent education from the perspective of pedagogy. Independent education is an active, goal-setting/defining, self-regulating personal and professional significant activity. The development of independent educational skills in schoolchildren is the focus of certain works, although educators view independent education as a continuing education and professional development for aspiring teachers [2; 145; 288].

According to music pedagogy, self-education, the development of a unique creative style of musical and professional activity, and independent work in which self-study occurs, which is connected to the study of works and literature, broadening horizons, igniting performance, educational, pedagogical, and research activities, are all competent and effective methods [4] and [6].

The review of the literature allowed for the identification of four methods for studying independent education: Only the first of these was implemented in the context of music-Information Technology; the others were: 1) in the field of professional development and Training; 2) within the framework of continuing education (as part of education that provides lifelong inheritance/continuity); 3) as a Category mediated by the individual's free time; and 4) as a component of self-education, self-improvement.

The need for organizing and overseeing Independent Education has so far been supported by science. Fuka M., a scientist, defined independent education as self-care that requires a mentor or coach to be achieved. Kant and Hegel connected the development of the idea with the development of human morals and culture by tying it to its nature/God-



given powers to alter and boost its talent. Plato described him as the art of changing himself ("paydeyya") and I.

Scientists attest to the dearth of preparation for prospective teachers to pursue independent education. Students discuss infantilism as a result of the lack of professionals who can transfer knowledge into action and the inability of aspiring music teachers to find such professionals [4, 14].

REFERENCES:

1. Bork, A. Computers and educational systems // Australian Educational Computing. – 1991 - № 6. – p. 34-37.
2. Clemence M.K., “Use of Instructional Technologies in Teacher Training Colleges in Malawi”, Ph.D Dis., Virginia Polytechnic Institute and State University, 2006. 132 p.
3. Daniyarov B.X. On the basis of innovative technologies to improve the quality and efficiency of educational processes. Monograph. – T.: Sano–standart, 2014. -260.p
3. Куйчиева М.А. Competent Approach as a Conceptual Basis of Pedagogical Education // International Conference on Humanities, Education and Sciences London Conference Proceedings 2021. December 15 th, 2021. 113-116.p
4. Куйчиева М.А. // Organization of Experimental Works on the Development of Professional and Methodical Competence of Future Biology Teachers // Eurasian Journal of Learning and Academic Teaching. Open Access, Peer Reviewed Journal. 2022. 5 February ISSN (E): 2795-739, 19-21b. (№7. SJIF; IF-8.115)
5. Henderson L., Klemes J., & Eshet Y. (2000). Just playing a game? Educational simulation software and cognitive outcomes. *Journal of Educational Computing Research*, 22 (1), 105–129.p

