

PROFESSIONAL COMPETENCE OF TEACHER-CHOREOGRAPHERS

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ANNOTATION

This article reflects the competent relationship of skills, goals and objectives that science needs in the professional pedagogical activity of teachers-choreographers, the special knowledge and skills of teachers-choreographers in the process of artistic teaching, special competencies that they must possess, as well as their professional qualities.

Key words: *Choreography, teacher, culture, art, skill, professional, personal properties.*

At present, the problem of personality-oriented education is widespread in scientific, psychological and pedagogical collectives. Its relevance is connected not only with the need to radically change the content of education, but also the technology of the educational process, in the form of the activity of a separate subject of individual significance, this process is accompanied by significant changes in pedagogical theory and practice. [1]

Today, when training teachers in higher education institutions, along with new innovative technologies, knowledge is provided through modern creative teaching, teaching methods, and a constantly evolving curriculum. Obviously, this is directly related to the individual abilities of the students. In higher professional education, professors and teachers pay special attention to the formation of a competent attitude to the activities of students, reflecting in their professional and pedagogical activities the skills, goals and objectives necessary for science. Scientific research of psychologists shows that in the education of the younger generation, the competence of a teacher is important, that is, to be an educated, versatile specialist who easily solves various situations. It is important that educators, teachers, and educators have a certain quality in each area. Including in the field of choreography. The activities of professionals working in various fields of art, including choreographers, also contribute to the formation and development of the general culture of students and the cultural and social aspects of society.

Choreographic culture as a separate aesthetic module consists of a variety of concepts, knowledge, skills and competencies. When forming the choreographic culture of students, each teacher-choreographer relies on subjective criteria determined by the professional level of their culture and the level of knowledge. The teacher-choreographer must have a formed artistic culture that allows students to get acquainted with the artistic traditions of various types of art, to form high aesthetic and moral values in them. In the process of artistic education of the younger generation, the teacher-choreographer must have special knowledge and skills. The implementation of artistic and pedagogical activities in the educational process serves to form the personal qualities of students in the artistic and emotional aspect.

A high level of psychological training in pedagogical activity requires a person to constantly strive for self-development and education. It is important that the teacher-choreographer has such qualities as organization, justice, discipline, sophistication. Therefore, it is important for the teacher-choreographer to understand and accept that the formation of the professional and creative orientation of the individual should become the main function of teaching and that taking into account the differences in the rates of development between different students is an important aspect, the teacher-choreographer should create favorable conditions for students for artistic and aesthetic improvement. And this will become an impetus for the formation of such feelings as elegance, tenderness in their hearts. The implementation of this activity requires the teacher-

choreographer to master the advanced achievements in their field, introduce new pedagogical technologies into the educational process, and demonstrate pedagogical competencies.

The professional growth and professional development of a teacher-choreographer is influenced by such factors as independent work, improvement of assessment activities, positive motivation of pedagogical work, creative use of teachers' work experience. Speaking about the competent approach, the model of competencies in the vocational education system, the experts categorically declare that "the presence of authority is required".

Competence includes not only professional knowledge and skills, but also non-core skills, often referred to as know-how, social competences or core competencies. Competence (ability) is manifested in the ability to do something well, to do something effectively in a wide context, with a high level of self-control, self-esteem, with a quick, flexible and specific attitude in the dynamics of conditions and environment.[2]

Today there are educational institutions that train both professional choreographers and amateur choreographers. The art of choreography today manifests itself in many forms of stylistic genres and trends. As a result of the search for opportunities for self-expression and innovation in the means of expression, the art of choreography is being improved and improved. Each person has unique personal and professional qualities, habits, temperaments that motivate a person to work effectively in the field of activity in which he works. Professional skills, professionalism, also develops other qualities required in this profession.

The teacher-choreographer is a specialist in staging and teaching all existing dance genres, from classical dance to modern folk and national dances, as well as staging theatrical performances, preparing performances in rhythmic gymnastics. In addition to the scientific work of teacher-choreographers, their professional activities require a large number of organizational and administrative tasks in combination with various professions that support the art: makeup artist, costume designer, decorator, painters, lighting and so on. [3]

In order for future teacher-choreographers to become mature professionals, special competencies require certain creative and professional qualities. Including:

- be able to organize methodically and programmatically the educational process;
- to manage the artistic and creative team;
- the ability to create high-quality and correct dance text;
- how to correctly compose a dance composition on different types of venues;
- be able to work with performers at a professional level, correct mistakes, learn, etc .;
- the ability to apply improvisation;
- knowledge of dance terms and the ability to clearly express;
- create a choreographic piece based on hereditary-expressive movements, etc.

In the process of staging a dance piece, be it ballet or children's dance, if the choreographer is an expert in his field, this will be visible to the whole team. If the choreographer is sure of what he wants, if his work gives a creative result, if he can bring his work to the end, if he can complete it, then the respect of the teacher-choreographer will be high among the collective. A self-confident teacher-choreographer creates depending on the level of professionalism. He will be a master of his craft, innovation, not afraid to make various changes that will stimulate the growth of his skills and creativity on a large scale.

Undoubtedly, students want to listen to a professional who is a master of his craft, whose business acumen and knowledge will attract performers. Knowledge, backed up by experience, instills a strong confidence in the creator, and others will definitely feel it. A confident professional usually has no room for

questions. You also need to learn to exercise self-confidence in the right way so as not to face resistance from the team. The collective condemns arrogance, conceit and arrogance. A choreographer-teacher in a leadership position will need to feel this fine line. The ability to lead, but be attentive, listen to possible comments, correctly manage your position, without showing aggression is its characteristic quality. But at the same time, it is important to be able to admit your mistakes: this is the essence of a truly confident person.

The scientific competence necessary for a teacher-choreographer is a methodological technique for working with a creative team. The specialty of a professional teacher-choreographer includes pedagogical tutoring and choreography. Along with the important scientific activity of a modern choreographer, the task is to motivate students to active movement, to reveal in them their creative and physical abilities, including organizational and creative aspects, the ideological and artistic meaning of the dance, as well as the preparation of an organizational and harmonious dance composition, writing a musical and costumed plot of the entire issue.

Striving for success in teaching; another important professional goal of a teacher-choreographer is a clear pedagogical goal, which includes hard work, perseverance, self-knowledge, breadth of artistic and spiritual worldview, professionalism, the ability to share experiences and manage psycho-emotional aspects of their work, ease of communication with performing students is another important professional quality. For the successful growth of a teacher-choreographer, it is important that personal interests are self-awareness, realism, a propensity for movement, that is, the ability to awaken, direct, organize and enrich the creative and artistic and aesthetic goals of students.

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