

**FACTORS FOR DEVELOPING THE PROFESSIONAL COMPETENCE OF MUSIC
LEADERS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS**

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ANNOTATION

The current reforms in the education system in our country, all educational work carried out in preschool educational institutions is aimed at ensuring that the younger generation is impeccable in all respects. The correct organization, quality and effectiveness of music education largely depends on the level of knowledge, skills and abilities of the music director, as well as his personal qualities, abilities, skills and professional competence, which are of professional importance.

Childhood is the sweetest, most flawless phase of human life. It is known that the upbringing of children is one of the most important and topical issues that has always been in the focus of attention of scientists around the world. Large-scale reforms are being carried out in our country to radically improve the system of preschool education, to introduce innovative forms and methods of education and upbringing, taking into account the best international practices, so that children grow up physically and mentally healthy. He considers it his greatest and most sacred duty for the children of our state to enter life as a harmoniously developed generation.

The attention paid to the pre-school education system in our country, the conditions created in educational institutions, the growing need and demand for highly qualified specialists determine the factors influencing the effectiveness of teachers, the specific requirements for organizing and coordinating their innovative activities. This, in turn, requires a creative approach to the process of developing the professional competence of teachers. As a result of the competency approach, priority is given to the formation of practical skills. Knowledge, on the other hand, forms the basis of these skills and competencies. The main features of the competency approach are the formation of independent thinking, creativity, activity skills in children by ensuring the productivity of educational materials.

Music education and upbringing in the pre-school education system, along with the development of children's talents, plays a worthy role in their harmonious development. Music teachers have a great responsibility, especially to know the psychological characteristics and interests of preschool children, to conduct classes with them. The music director has the task to acquaint children with the activities in the field of art, to cultivate their love for music, to develop their musical abilities, to develop their artistic and creative abilities, to form a musical culture in them. To perform these tasks effectively, a music director must have personal and professional qualities and competencies.

A competent music leader has the necessary knowledge in the field of effective organization and management of music lessons, knows the age characteristics of children, has high moral qualities, can apply modern pedagogical technologies in the educational process, has relevant knowledge and professional training, high pedagogical skills and rich is an experienced educator.

Article 39 of the Law on Preschool Education and Training, "Rights and Responsibilities of Teachers of Preschool Education Institutions," sets out the rights and responsibilities of all MTT teachers. This means that the music director also provides education and upbringing to the children at a professional level; to observe pedagogical ethics, to protect the honor and dignity of the child, to protect children from the forms of violence, to bring them up in the spirit of patriotism, respect for labor, legal representatives and respect for the

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environment; implementation of the state educational program of preschool education and upbringing; improve their skills; must improve their professional skills and pedagogical skills. Performing these tasks determines the level of competence of the music director.

Competence - reflects the spiritual outlook, psychological-pedagogical and organizational-technological potential of the music director, that is, the potential of his professional potential. Competence also requires the constant enrichment of professional knowledge, the ability to learn new information, to understand important social requirements, to be able to search for new information, process it and apply it in their work.

Skillful music leaders are those who have a deep knowledge of their profession, are masters of their profession, are knowledgeable, organized, selfless, patriotic, kind and tolerant. When commenting on the professionalism of a music director, his or her skills in organizing and managing lessons, ensuring children's active participation in the learning process, and coordinating their activities are understood. Due to the peculiarities of the organization and management of music lessons, the basis of professional training of a music leader is his competence. Professional competence is a high level of professional knowledge, skills and abilities, universal qualities.

Criteria for assessing the professional competence of the music director

Professional competence components	Educational	Skills and qualifications	Experience
Organizational work	Organization and management of pedagogical processes	Organization and management of music lessons, conducting musical activities, giving children an idea of national music, national instruments, values;	Knowledge of professional legal and regulatory documents, the organization of training on this basis, the use of works of the President, the use of sources on music pedagogy, the rational use of national music, children's songs, musical instruments;
	Organization of spiritual and educational work	Development of love for the Motherland, formation of the symbols of Uzbekistan, national traditions, customs, values, the essence, significance and necessity of their content;	Participation in round tables, training seminars, conferences;
	Organization of scientific and methodical work	Work on yourself, invent musical didactic games, write songs for children, get acquainted with special literature, share experiences;	Creating music for children, publishing professional articles, creating manuals, developing methodological documents;
	Organization of children's activities	To develop children's musical abilities, to conduct musical activities based on the study of their potential, to involve them in training, to increase their activity;	To develop their musical abilities, to form their musical culture through the interesting organization of music lessons;
	Working with regulatory documents	To understand the essence and significance of the content of the decrees and resolutions adopted by the relevant government, to study the normative documents and to organize the educational process on their basis;	Work on the basis of the state program "State standard of preschool education" and "First step";
	Data collection	Collection of information that	Objective assessment of the

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Research work		serves to create a creative environment for children;	novelty and reliability of information based on the study and analysis;
	Information and communication technologies	Extensive use of information and communication tools in the educational process;	Effective use of ICT in the process of training, spiritual and educational activities, holiday mornings, the rational use of new knowledge;
	Educational relations	Analyze the relationship between the music director and the children that has a positive impact on the child's personal development;	Creating an impact on the child's personality, taking into account the specifics of educational relationships in music lessons;
	Effectiveness of pedagogical processes	Ensuring the interconnectedness and coherence of music lessons, identifying the importance of children's activity and independent activity in the lessons;	Selection of motives and means aimed at developing children's creative abilities, ensuring their activity, increasing their independent activity;
Creativity	Creative approach	Identify children's initial understanding of music lessons, introduce a creative approach based on choosing the most appropriate means to achieve the goal;	Creating a creative educational environment, developing children's creative activities;
	Motivation	Develop skills in working with literature and a variety of sources that can be used for music lessons;	Selection of literature on the topics of music lessons, drawing up a lesson plan;
	Designing music lessons	Development of innovative models of music lessons, the use of methods that create situations that develop children's creativity;	Identify methods that are considered effective in creating a favorable educational environment, design music lessons based on modern requirements;
Personal features	Patriotism	To love the Motherland, to be loyal to the Motherland, to the parents;	To pay attention to the ongoing reforms and developments in our country, to understand the importance and necessity of patriotism, humanity;
	Personality	Approach to music lessons taking into account the individual characteristics of children, have the right attitude, be fair in motivation;	Pay special attention to loving children and developing their musical abilities;
	Trustworthy	Preservation, preservation and promotion of cultural heritage;	To form in children feelings of mutual respect, kindness, mutual support and trust based on the coordination of emotional states;

The professional competence of a music director is not reflected in his knowledge, skills and abilities, but is manifested in the process of using them. We can say that understanding children, taking into account their interests, effective organization of musical activities in the process of music lessons are the main components of the professional competence of a music leader.

Self-improvement and self-development are important in a music leader's professional competence. Self-development tasks are defined through self-analysis and self-assessment.

The music director's work on himself takes place in several stages:

Step 1 - Identify the strengths and weaknesses based on the analysis of their activities;

Step 2 - Make a clear decision to enrich your achievements and eliminate shortcomings;

Stage 3 - Search for ways to effectively organize practical action on this decision;

Step 4 - Strive not to repeat mistakes and shortcomings;

Step 5 - Continuous monitoring of the consistent implementation of the decision.

Different types of music and musical activities have unique opportunities to influence the formation of the human personality. Proper organization of musical activities in music lessons has a positive effect on the development of children's speech, the formation of attention, the solution of many problems in the development of memory, imagination and emotion. In the process of music lessons, the music director should strive to instill in children a sense of respect for our national and spiritual heritage, the formation of concepts of preservation of our national values, love and devotion to the motherland. The greatest part of the art of music is made up of human feelings and emotions. According to Aristotle, music evokes movement, and every movement has a force with a certain aesthetic quality.

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