

## Pedagogical and Psychological Bases of Development of Continuous Musical Educational System

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### Аннотация

Мазкур мақолада мусикий таълимни узлуксиз амалга оширишда бўлажак мусиқа ўқитувчиларини креатив жиҳатдан тайёрлаш, шунингдек уларда ижодкорликни ривожлантириш, умумий ўрта таълим жараёнида барча фаолиятларини узвийлигини таъминлаши педагогик ва психологик жиҳатдан ёритиб берилган.

**Калит сўзлар:** креатив, креатив педагогика, креатив фикрлаш, креатив таълим, креатив тафаккур.

### Аннотация

В данной статье представлен педагогический и психологический подход к непрерывному обучению музыкальному образованию в творческом аспекте будущих учителей музыки, а также к развитию у них творчества и преемственности их работы в общем среднем образовании.

Ключевые слова: креатив, креативная педагогика, креативное мышление, креативное образование.

### Annotation

This article presents a pedagogical and psychological approach to continuing education in music education in the creative aspect of future music teachers, as well as to developing their creativity and continuity in their work in general secondary education.

**Key words:** creative, creative pedagogy, creative thinking, creative education.

Continuous education is the basis of a professional training system, which is a priority for social and economic development of the Republic of Uzbekistan, satisfying the socio-economic, scientific, technical and cultural needs of the individual, society and state.

The principles of continuing education are:

**Priority of education** - Priority of its development, prestige of knowledge, education and high intelligence;

**Democratization of education** - expansion of independence of educational institutions in the choice of methods of education and training, transition to the state-public system of education management;

**Humanization of education** - the disclosure of human abilities and its various educational needs, the priority of national and universal values, the harmonization of human, social and environmental relations;

**Socialization of education** - formation of aesthetic rich worldview of students, formation of high spirituality, culture and creative thinking in them;

**National orientation of education** - the close integration of education with national history, national traditions and customs, preservation and enrichment of the culture of the people of Uzbekistan, recognition of the important factor of national development of education, respect of history and culture of other nations;

**The inextricable link between education and upbringing** is the process by which a person is fully developed.

Consistent and well-grounded knowledge and skills of learners depend on the continuity of their learning activities. Music culture lessons in schools are carried out through four interrelated processes. The goal of a music culture teacher is to teach students to love music by interacting with students. They also need to be creative in the process of music education, while maintaining the core principles of the program, updating the music material and how it works.

Future music teachers should ensure continuity of all activities in the classroom, provide intermittent continuity, and ensure that each lesson is shared with both the previous and the next, and conducts the lessons at a high level. In order to do this, we need to focus students on the right planning of lessons in universities, the use of pedagogical and innovative technologies and, of course, the creativity in them.

In higher education, students learn a variety of subjects to pursue their careers. In particular, they acquire a comprehensive knowledge of such subjects as vocal and choral skills, conducting skills, performing arts, direct reading music, music teaching techniques, musical pedagogy, music psychology, school repertoire. The student must possess pedagogical skills so that they can pass on their knowledge to future students. Currently, the courses "Pedagogical Technology" and "Pedagogical Skills" at all pedagogical universities allow future teachers to become professionals in their profession at the level of world standards.

After all, the creative education of all subjects taught in higher education is based on the use of creative learning technologies, and as a result, we achieve the quality and effectiveness of music education and training.

Not long ago, modern pedagogy began to apply the concept of "creative pedagogy." However, the need to develop innovative and creative approaches to the learning process has ensured that "Creative Pedagogy" has emerged as an independent subject among the pedagogical disciplines. The basis of this subject is the methodological ideas of such disciplines as history of pedagogy, general and professional pedagogy and psychology, methods of teaching private subjects, educational technology and professional ethics. The general fundamentals of "Creative Pedagogy" provide the necessary conditions for the professional development of professionals, including future music professionals.

The professional development and development of the person as an expert is manifested in its own process. Professional maturity is an important period of human ontogenesis, beginning with the development of professional development, the emergence of developmental ideas (14-17 years) and the completion of professional

activities (55-60 years). The formation and development of the creative person is based on the coherence of his / her inner and outer world, socio-economic conditions and the content of the activities that require continuity and succession from birth to the end of life.

Creativity is one of the most important aspects of human development. The trend of globalization with technological changes requires energy products that are effective and innovative in all areas of life. It is necessary to combine creativity in the early stages of human development. It is also important to learn the creative abilities of students and to develop their creative thinking. In music culture lessons taught in schools, it is important to master the knowledge of music in a thoughtful and well-grounded system. The information provided should be simple and complex. Violation of this principle will not only negatively affect students' learning of the material, but will also undermine their interest in music culture lessons.

The general nature of creative pedagogy is revealed by a number of concepts that represent its conceptual states. These are:

Creativity is the activity of a person who determines the value and usefulness of a particular innovation and its outcome.

Creative person - a person who can successfully carry out the creative process and has clear creative results (products). A creative person is a person who is creative and demonstrates creativity as a process or result, who is ready and willing to organize specific actions, promote innovation, and create creative products. It is important to create a comfortable environment in the classroom before students can develop creative thinking skills. Students studying in the creative environment gradually increase their interest in performing creative tasks and also tend to think creatively by observing a creative thinking teacher (Sternberg & Williams, 1996). Creativity as a learning environment contributes to the development of students' critical and creative thinking skills that are critical to the learning process.

Students with creative thinking:

- express ideas that other students did not think about;
- choose a specific way of expressing themselves;
- sometimes ask unusual or unusual questions;
- enjoy the tasks that are left open;
- prefer to discuss ideas based on concrete evidence;
- choose an unconventional approach to problem solving.

The globalization of society requires modern educational programs and high creative potential in education. Thanks to creative education technologies, many scientists have been able to contribute to the country's scientific and technical progress. Developing creativity in science is one of the key issues of our day.

(Curriculum Development Center, 2001, Curriculum Development Board, 2002). In the 1980s, Mk Comark and Yager (1989) proposed a science education taxonomy that included the field of fantasy and discovery. Based on these taxonomies, Gilbert (1992) proposes six creative learning technologies. They are integration, imagination, mental attack, creative thinking, similarity and metaphor, and conceptualization.

Creativity is an individual's ability to identify and test new solutions to problems in a given context. Creativity-related skills include problem-solving, convergent and innovative thinking, collaboration, and sustainability.

When the field of creativity was discovered, there were several sketches. Creativity is about art, and only those "talented" are capable of being creative. An important aspect of school education is that it builds students' interest and beliefs in primary education.

Creativity is a well-researched topic in a number of fields including engineering, psychology, business and art. Since the 1960s, efforts have been made to foster creativity in education. Unfortunately, most of these were in the United States and were driven by their "gifted children" programs.

The need to turn this field into general education was to develop what is known as creative education, develop and implement a new model, and a RISE approach to creative education in collaboration with leading scientists and school staff.

RISE actually has four interconnected components: outcomes, research, students, the environment.

- Results are desired products or results. The results can be in the form of student learning, student work, teacher lesson plans, or classroom experience.

- Research is the way people are created. People can learn in different ways, individual preferences, styles, or strengths. Creative thinking skills (such as generating ideas, evaluating and replicating ideas) are an important part of the research process.

- Each student has their own specifics that can be used to improve the learning process. Important concepts are personal (e.g., experience and openness to innovation), intellectual powers (e.g. problem solving, memory and cognition), motivation, risk, stability, and experience.

- The environment refers to various systems that affect creativity (for example, the whole school, family, social environment, class). Important concepts are to create and maintain a supportive environment, nurture creativity within existing constraints, and ensure that every student feels creative.

In conclusion, it is important to note that creative education broadens the imagination of students and fosters critical thinking using meaningful ideas. In particular, it serves to promote independence and flexibility in music education.

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