

FORMING STUDENTS' RESEARCH COMPETENCE IN MUSIC PEDAGOGY

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Abstract: This article is devoted to the study of the issues of forming research potential in music pedagogy among students. It considers the role and importance of research competencies in the theory and practice of music pedagogy, their contribution to the professional development of students. The study covers the use of innovative technologies in music pedagogy, the organization of applied research, and the development of analytical thinking skills in students. The article also analyzes the methodological foundations of the formation of research potential in music pedagogy, mechanisms for implementing them in the educational process, and modern pedagogical approaches. The results of this work provide a basis for developing methodological recommendations that can be applied in the training of music teachers in higher educational institutions.

Keywords: Music pedagogy, research potential, professional development of students, innovative technologies, analytical thinking, methodological foundations, pedagogical approaches.

Introduction.

Music pedagogy is an important field of science that enriches the spiritual world of a person, forms his aesthetic taste and develops his creative potential. Although the educational value of this field has always been highly appreciated, it is gaining even more relevance in the modern educational process. Because in today's globalized and technologically advanced society, the younger generation is required to grow up not only as knowledgeable, but also as creative, research-oriented and innovative individuals. Music pedagogy is one of the most effective tools in this regard.

Directing students to research in the direction of music pedagogy forms their ability to think independently in their field, analyze problems and find solutions based on a creative approach. At the same time, this process increases interest in studying the theoretical and practical aspects of musical art. But the question arises: how can research potential be formed in modern students?

What methodological approaches and technologies should be used in this process? Finding answers to these questions is an urgent task of today's education system. Because the process of intellectual development of society and improving the quality of education requires innovative approaches. Therefore, the formation of research potential in music pedagogy in students is of great importance not only for the development of this area, but also for the improvement of the educational process as a whole.

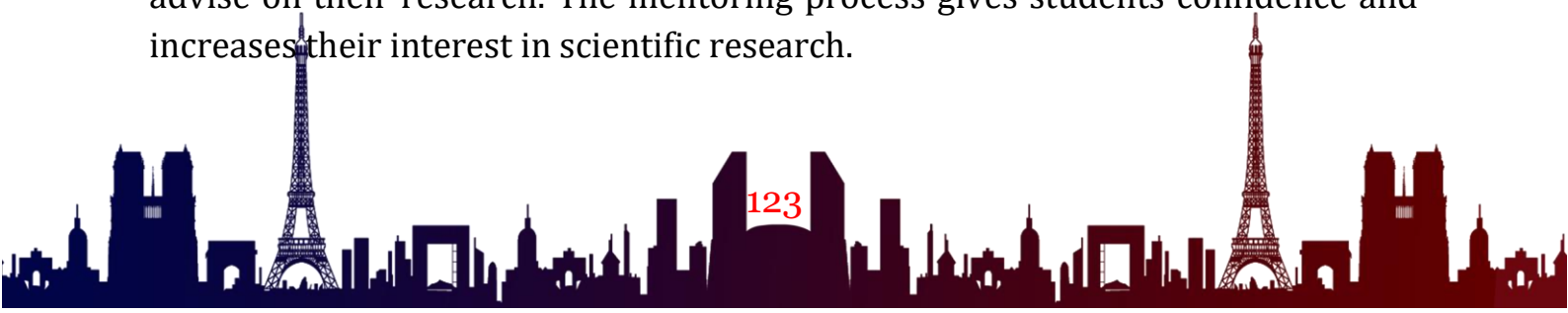
Methodology.

The formation of research potential in music pedagogy in students is a complex and consistent process, the success of which depends on a well-developed methodology. The methodology is not limited to theoretical foundations, but also covers practical processes. Because research potential develops in the combination of theoretical knowledge and practical skills.

Initially, it is necessary to determine the methodological foundations of the formation of research activities in music pedagogy. As a first step in this regard, the existing level of knowledge, interests and creative potential of students are analyzed. Based on the results of this analysis, it becomes possible to use individual and group approaches. It is in a group environment that students learn from each other, discuss new ideas, and this process develops critical thinking among them.

Also, innovative pedagogical technologies, such as interactive lessons, project-based learning and gamification methods, are important in developing research skills. For example, in project-based learning, students conduct independent research, study various sources and defend their conclusions. This process not only increases the ability to conduct scientific research, but also forms the ability to express their thoughts clearly and clearly.

Another important aspect of the methodology is the development of students' analytical thinking skills. In this regard, they should be taught special analysis and research methods. For example, through practical exercises such as analyzing musical works, evaluating the results of pedagogical activities or identifying problems that arise in the educational process, students' research potential is enhanced. At the same time, the mentoring system is also of great importance in the methodological process. Teachers guide students in the direction of research, provide them with the necessary resources and constantly advise on their research. The mentoring process gives students confidence and increases their interest in scientific research.



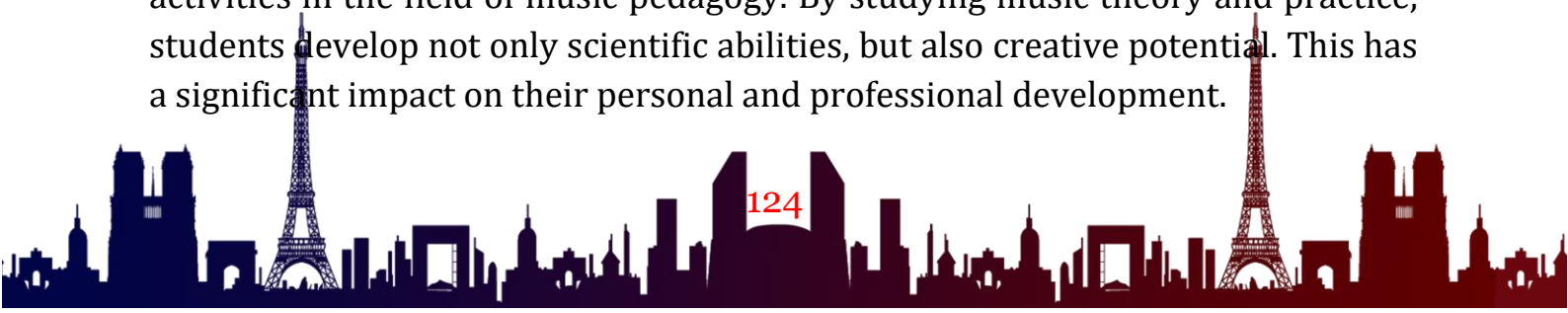
As a result, the success of the formation of research potential in music pedagogy depends not only on the correct choice of methodology, but also on the constant support of this process. Through a properly organized methodological process, students not only develop their research skills, but also become true experts in their field.

Discussion.

The formation of research potential in music pedagogy among students is an urgent issue not only for the development of this field, but also for the spiritual and educational development of society. Analyzing the problems formed in the research process and finding solutions to them is the most important part of research potential, which further increases students' interest in scientific research. However, there are a number of difficulties and limitations in this process, the solution of which is important. Initially, it is observed that there are insufficient conditions for the development of students' research potential in the modern education system. For example, the limited availability of sufficient literature and databases for scientific research, as well as shortcomings in the provision of modern technologies and laboratories, exclude many students from research activities. Therefore, it is important to expand the necessary resource base in this area in educational institutions.

Also, students' interest in research activities often depends on the approach of teachers to guiding them. Unfortunately, in some cases, it is observed that teachers do not pay enough attention to the formation of research skills or this process is not sufficiently explained to students. To solve this problem, teachers themselves must have modern research methods and effectively teach this knowledge to students. It is important to further develop the mentoring system and establish close scientific cooperation with students.

On the other hand, it is necessary to organize competitions, scientific conferences and practical trainings to increase interest in research among students. Such events not only expand their knowledge, but also create an opportunity for students to demonstrate their research. At the same time, new prospects for developing research potential will open up through the study of international experience and strengthening cooperation with foreign higher education institutions. Another important aspect identified during the discussion is the need to harmonize the cultural and creative aspects of research activities in the field of music pedagogy. By studying music theory and practice, students develop not only scientific abilities, but also creative potential. This has a significant impact on their personal and professional development.



The process of forming research potential in music pedagogy in students requires a consistent and systematic approach. This process can be made more effective by analyzing problems and finding solutions to them. This will greatly contribute not only to the personal success of students, but also to the development of the entire education system.

Conclusion.

The formation of research potential in music pedagogy in students is an urgent task not only for the higher education system, but also for the spiritual and educational development of society. This process corresponds to the goals of modern education aimed at educating an innovative and creative personality. However, achieving this goal requires consistent work, a well-developed methodology and modern approaches.

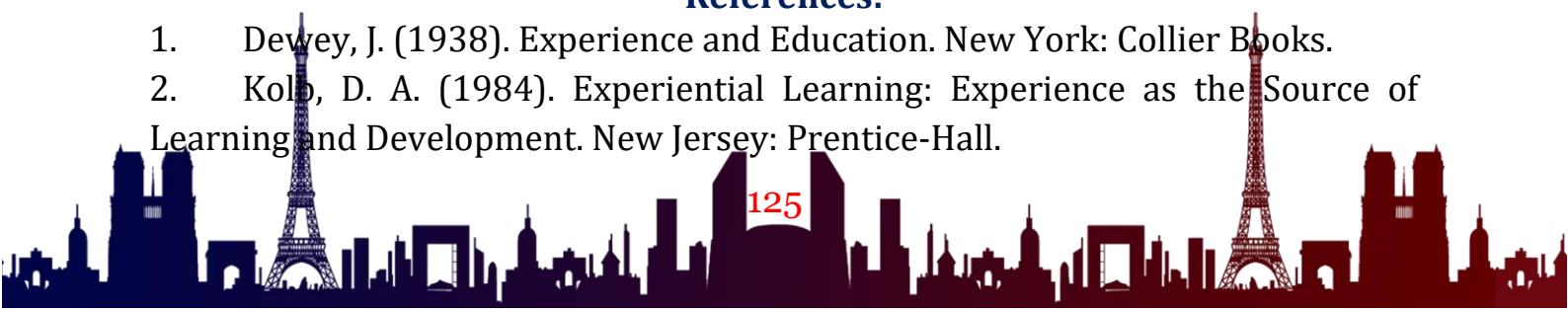
The results of the study showed that the use of innovative technologies and interactive teaching methods is important in forming students' research potential in music pedagogy. Project-based learning, gamification, analytical exercises and practical research direct students to independent thinking and problem-solving skills. At the same time, their creative and intellectual abilities are further developed.

Also, the role of educators in this process is very important. In order to direct students to research, educators should constantly update their knowledge and experience, offer students interesting and meaningful research topics. The mentoring system serves as a key factor in supporting students' interest in scientific research.

In addition, more effective results can be achieved by studying international experience and innovative approaches in the field of music pedagogy and adapting them to local conditions. This will serve not only the development of students, but also the development of the music education system as a whole. In conclusion, it is worth noting that the formation of research potential in students in music pedagogy plays an important role in their professional and personal development. This process not only increases students' interest in their field, but also directs them to scientific and creative activities, forming them as highly spiritual and highly qualified specialists in the future. Therefore, continuous research and application of innovations in this area should be continued

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