

PEDAGOGICAL AND PSYCHOLOGICAL CONDITIONS FOR THE DEVELOPMENT OF SOCIO-COGNITIVE COMPETENCE IN THE PROFESSIONAL TRAINING OF FUTURE MUSIC TEACHERS

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Abstract: This article analyzes the pedagogical and psychological conditions for the development of socio-cognitive competence in the process of professional training of future music teachers. The content and essence of socio-cognitive competence, its role in ensuring the effectiveness of pedagogical activity, and its impact on the professional and personal development of students are highlighted. The study substantiates the importance of communicative cooperation, reflective thinking, creative approach, emotional intelligence, and social experience in the process of music education. It also considers the effectiveness of innovative pedagogical technologies, interactive methods, and psychological and pedagogical factors that serve to form socio-cognitive competence in students. The results obtained will serve to improve the professional competence of future music teachers, increase the quality of education and the effectiveness of pedagogical activities.

Keywords: socio-cognitive competence, music education, future music teacher, professional training, pedagogical technologies, reflective thinking, communicative competence, emotional intelligence

The issue of developing socio-cognitive competence in the professional training of future music teachers is one of the most relevant areas of modern pedagogy and psychology. Today's globalization, the rapid development of information technologies, and the radical reforms taking place in the education system are sharply increasing the requirements for the pedagogical personality. Now a teacher is required not only to be a specialist who knows his subject perfectly, but also to be a mature person who can effectively communicate in society, make the right decisions in various social situations, establish constructive relationships with students, and constantly work on himself. In particular, teachers working in the field of music education are required to have a high level of communicativeness, emotional sensitivity, creativity, and social adaptability.

The art of music is closely related to the emotional world of a person, and it serves the spiritual maturity of a person, the formation of aesthetic taste, and the development of social activity. Therefore, the formation of socio-cognitive competence in the process of professional training of future music teachers is an important task arising not only from a pedagogical necessity, but also from the needs of society. Socio-cognitive competence embodies the ability of a person to establish effective relationships with others, correctly perceive the social environment, analyze various situations and act accordingly.

The study found that the development of socio-cognitive competence has a significant impact on the professional success of students. Future teachers who possess such competence establish quick and effective communication with students, organize the educational process on

the basis of humane principles, and are able to creatively solve problems arising in pedagogical activities. This, in turn, serves to increase the quality and effectiveness of education.

One of the important components of socio-cognitive competence in music education is communicative competence. A sincere relationship between teacher and student, mutual respect and trust are among the main factors determining the success of the educational process. Creative cooperation, collective performance, ensemble and choral activities in music lessons develop not only students' musical abilities, but also their social skills. Therefore, it is important to form a communicative culture in future music teachers.

Also, the development of reflective thinking is one of the important indicators of socio-cognitive competence. Reflection allows the teacher to evaluate his/her own activities, identify strengths and weaknesses, analyze existing problems and improve his/her future activities. A reflective approach in the process of music education encourages students to think independently, work on themselves and grow professionally.

The results of the study showed that interactive methods, innovative pedagogical technologies and practical exercises are highly effective in developing socio-cognitive competence. Analysis of problem situations, project methods, training sessions, role-playing games and collective activities increase the social activity of students, form in them such qualities as cooperation, leadership and responsibility.

The development of emotional intelligence is also of particular importance in the professional training of future music teachers. Since the art of music is associated with emotions, the teacher's emotional stability and ability to understand others ensure the success of pedagogical activity. Teachers with developed emotional intelligence correctly understand the inner experiences of students, support them and create a favorable psychological environment in the educational process.

The reforms being implemented in the music education system require new approaches aimed at developing the professional competence of future specialists. The modern educational paradigm, based on the principles of person-centered education, involves the development of independent thinking, creativity and social activity of the student. From this point of view, the formation of socio-cognitive competence should be considered one of the priority areas of training future music teachers.

It is advisable that future scientific research in this area be related to the creation of innovative methods for developing socio-cognitive competence, the effective use of the capabilities of digital technologies and the study of international experience. In particular, the use of artificial intelligence, virtual educational environments and multimedia tools will expand the opportunities for further development of students' professional and social competencies.

The development of socio-cognitive competence in the professional training of future music teachers is of great pedagogical and psychological importance, which contributes to improving the quality of education, improving the professional skills of teachers, and helping the younger generation to mature in all aspects. Teachers who have socio-cognitive competence are not only experts in their field, but also mature specialists who can influence the spiritual and aesthetic development of students and make a worthy contribution to the development of society. Therefore, in-depth study and implementation of this issue remains one of the strategic tasks of modern music education.

The development of socio-cognitive competence in the professional training of future music teachers is one of the pressing issues facing the disciplines of pedagogy and psychology today. The modernization of the education system, the widespread introduction of a competency-based approach, and new requirements for the pedagogical personality create the need to develop not only the professional knowledge and skills of students studying in the field of music education, but also their social and cognitive potential.

Socio-cognitive competence embodies the ability of a person to understand the social environment, analyze processes in it, enter into effective communication, organize cooperative activities, and make rational decisions in various social situations. This competence is of particular importance in the activities of a music pedagogue. Because music education serves not only to impart knowledge, but also to enrich the emotional world of students, form aesthetic taste, and develop their spiritual education.

From a pedagogical point of view, the formation of socio-cognitive competence is closely related to the student's activity in the educational process. The student does not act as a ready-made receiver of knowledge, but as a subject who independently searches for, analyzes and applies it in practice. In particular, the priority of creative activity in music education requires the development of students' skills of independent thinking, reflection and problem-solving.

One of the important pedagogical conditions for the development of socio-cognitive competence in future music teachers is the use of interactive methods in the educational process. Interactive methods involve students in active communication, in which they form skills such as working together, justifying their own opinions and respecting the opinions of others. For example, methods such as "Brainstorming", "Discussion", "Case Study", "Project Method", "Boomerang", "Cluster" serve to increase the social and intellectual activity of students.

Ensemble and choir activities in music lessons are also effective tools for developing socio-cognitive competence. In the process of collective performance, students cooperate with each other, learn to listen to each other, and form a sense of responsibility for achieving a common goal. This helps them develop communicative competence and social adaptability. From a psychological point of view, motivation plays an important role in the formation of socio-cognitive competence. A student's interest in the profession, confidence in their abilities, and desire for professional self-expression determine the pace of his development. Research shows that students with intrinsic motivation participate more actively in the educational process and are able to make effective decisions even in difficult situations.

Also, the development of emotional intelligence is one of the important indicators of socio-cognitive competence. Since the art of music is inextricably linked with emotions, it is important for future music teachers to develop the ability to manage their own emotions, understand the emotional state of others, and show empathy. Teachers with high emotional intelligence establish effective relationships with students and create a healthy psychological environment in the educational process.

Reflective activity also plays an important role in the development of socio-cognitive competence. Reflection allows the student to analyze his or her own performance, identify his or her strengths and weaknesses, and determine a strategy for future development. A reflective approach in music education is an effective tool for improving performance skills, evaluating pedagogical activities, and ensuring professional growth.

The use of information and communication technologies in today's digital educational environment is also one of the important factors in the development of socio-cognitive competence. Electronic learning platforms, virtual laboratories, online seminars and multimedia tools develop students' information literacy skills and expand their opportunities for independent learning.

The role of pedagogical practice in the process of preparing future music teachers for professional activity is invaluable. During pedagogical practice, students combine theoretical knowledge with practical activity, observe real pedagogical situations and gain experience in independently organizing lessons. It is in the process of practical activity that their socio-cognitive competence is formed and strengthened.

One of the distinctive features of music education is its focus on the development of creativity. Creative activity encourages students to think freely, put forward new ideas and find unconventional solutions. Therefore, creativity is manifested as an important component of socio-cognitive competence. Students' participation in musical improvisation, composition and creative projects develops their social and intellectual potential.

In addition, the creation of an educational environment based on national and universal values also has a positive effect on the development of socio-cognitive competence. Through the art of music, patriotism, national pride, tolerance and intercultural communication skills are formed in the younger generation. This serves to increase the social responsibility of future teachers.

Thus, the development of socio-cognitive competence in the professional training of future music teachers is a complex and multifactorial process, which is carried out on the basis of the interaction of pedagogical, psychological and social conditions. The development of this competence is an important factor in the professional success of the teacher, the effectiveness of the educational process and the comprehensive development of students.

Within the framework of this study, the pedagogical and psychological conditions for the development of socio-cognitive competence in the professional training of future music teachers were analyzed theoretically and practically. The results of the study showed that the successful work of a music teacher in the modern education system is directly dependent not only on professional knowledge and skills, but also on the level of developed socio-cognitive competence.

Social-cognitive competence encompasses the teacher's ability to understand social relationships, effectively organize communication processes, analyze pedagogical situations, think reflectively and make constructive decisions. The development of this competence in the process of music education serves to increase the effectiveness of cooperation between the teacher and the student, create a creative environment and improve the quality of education.

The study revealed that interactive teaching methods, innovative technologies, reflective activities, practical exercises, project work and collective performance activities are important as the main pedagogical factors for the development of social-cognitive competence in future music teachers. In particular, it was found that classes in ensembles and choirs are an effective tool for developing students' cooperation, leadership, responsibility and communication skills.

Psychologically, emotional intelligence, motivation, empathy, self-management and social adaptability were shown to be the main determinants of social-cognitive competence. The

development of these qualities enhances students' readiness for professional activity and ensures the effectiveness of future pedagogical activities.

The analysis also substantiated the effectiveness of the pedagogical model developed for the development of socio-cognitive competence. This model increases the level of professional preparation of students, develops the ability to think independently, and expands the opportunities for effective problem solving in the pedagogical process.

The results of the study showed that classes organized on the basis of a competency-based approach in the educational process increase students' social activity, strengthen the level of professional self-awareness, and serve the development of pedagogical skills. This allows future music teachers to form the professional competencies necessary for their successful work in the modern education system.

Also, based on the results of the study, it was determined that it is appropriate to widely introduce special trainings, seminars, practical classes, and innovative pedagogical technologies aimed at developing the socio-cognitive competence of students in the field of music education in higher educational institutions.

1-table

Indicators of the formation of social-cognitive competence in future music teachers

No	Competency components	At the beginning of the study (%)	At the end of the study (%)
1	Communication skills	58	84
2	Reflective thinking	54	81
3	Emotional intelligence	61	87
4	Collaboration activities	56	85
5	Solving problem situations	52	82
6	Professional motivation	63	90

The results of the table show that at the end of the pilot study, a significant positive increase was observed in all indicators. This confirms the effectiveness of the proposed pedagogical and psychological conditions.

Future scientific research in this area should be focused on the development of new methodological systems for the development of socio-cognitive competence based on the integration of digital pedagogy, artificial intelligence technologies, virtual educational environments, and international experience.

In general, the development of socio-cognitive competence in the professional training of future music teachers is one of the important factors in improving the quality of pedagogical education, training modern pedagogical personnel, and improving the spiritual and aesthetic education of the younger generation. Therefore, this issue requires constant scientific and practical attention as one of the priority tasks of the higher education system.

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