

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF IMPROVING STUDENTS' SOCIO-COGNITIVE COMPETENCE IN THE PROCESS OF MUSIC EDUCATION

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Abstract: This article analyzes the theoretical and methodological foundations of improving students' socio-cognitive competence in the process of music education. The content and essence of socio-cognitive competence, its role in professional training, and its importance in developing students' social activity and reflective thinking are highlighted. The research reveals the methodological possibilities of the competency approach, person-centered education, active and integrative approaches. It also establishes effective mechanisms for developing socio-cognitive competence in music education through interactive methods, collective performance, project activities, and innovative pedagogical technologies. The results of the research serve to increase the professional competence of future music teachers, improve their communicative skills, and train specialists who meet the requirements of modern education.

Keywords: social-cognitive competence, music education, competency-based approach, reflective thinking, interactive methods, professional training, communicative competence, pedagogical technologies

The issue of improving students' socio-cognitive competence in the process of music education is recognized as one of the current directions of modern pedagogy and psychology. In today's globalization environment, new requirements for the education system require the development of not only professional knowledge and skills of future specialists, but also their social adaptability, communicative culture, critical and reflective thinking skills. Especially for students studying in the field of music education, socio-cognitive competence is one of the important factors of professional success.

The results of the study show that socio-cognitive competence includes the student's ability to understand the social environment, analyze relationships in it, establish effective communication, work with a team, and constructively solve problems arising in professional activities. The formation of this competence serves to improve the quality of professional training of future music educators. Because a music teacher is not only a specialist who imparts knowledge, but also a teacher who provides aesthetic education, promotes spiritual values, and shapes the personality of students. Theoretical analyses have shown that the methodological foundations of socio-cognitive competence are based on the theories of competency-based approach, person-centered education, activity-based approach, and constructivist education. These approaches serve to increase the student's activity in the educational process, develop independent thinking, and form self-management skills. They also create the opportunity to integrate educational content with practical activities.

One of the unique aspects of music education is that it directly affects not only intellectual development, but also emotional and social development. The art of music enriches a person's inner world, aesthetic views, and emotional experiences. Therefore, in the process of musical

activity, students acquire the skills of cooperation, listening, evaluation, and exchange of ideas. Such processes serve the natural development of social-cognitive competence. One of the important aspects identified during the study is the effectiveness of interactive methods. Methods such as “Brainstorming”, “Discussion”, “Case study”, “Project method”, “Role playing” encourage students to think actively, analyze problems and make collective decisions. Through these methods, students not only master theoretical knowledge, but also gain experience in applying it in practical situations.

The role of reflective activity in the development of socio-cognitive competence was also emphasized. Reflection allows students to analyze their activities, evaluate the results achieved and determine future development prospects. A student with reflective thinking understands his strengths and weaknesses, learns from his mistakes and strives to continuously work on himself.

In music education, ensemble and choir classes are also effective tools for developing socio-cognitive competence. In the process of collective performance, students learn to listen to each other, cooperate, strive for a common goal, and feel responsible. As a result, they develop social activity, leadership, and communicative competencies.

The development of information and communication technologies also creates new opportunities for improving students’ socio-cognitive competence. Electronic learning platforms, virtual seminars, multimedia tools, and distance learning technologies support students’ independent learning activities. At the same time, they develop the skills of searching, analyzing, and effectively using information.

From a psychological point of view, emotional intelligence is an important component of socio-cognitive competence. In the process of music education, students’ ability to manage their own emotions, understand the emotional state of others, and show empathy increases the effectiveness of pedagogical activity. Emotionally mature future teachers are able to establish effective communication with students and create a favorable psychological environment.

In conclusion, it can be noted that the theoretical and methodological foundations of improving the socio-cognitive competence of students in the process of music education are an important component of the modern educational paradigm. The development of this competence serves to improve the professional training of future music teachers, improve the quality of education, and enhance the spiritual and intellectual potential of society. Therefore, the widespread introduction of pedagogical technologies aimed at the formation of socio-cognitive competence, the enrichment of scientific and methodological support, and the implementation of innovative approaches in practice will remain one of the priority tasks in the future.

Improving the socio-cognitive competence of students in the process of music education is one of the priority areas of modern pedagogical education. Socio-cognitive competence includes the ability of a person to understand the social environment, effectively organize social relations, manage communicative activities, and make rational decisions in problem situations. For future music teachers, the development of this competence is considered an important factor ensuring the effectiveness of professional activity.

A distinctive feature of music education is that it provides not only professional knowledge and skills, but also emotional, aesthetic and social development of the student. In the process of musical activity, students acquire skills such as listening, analysis, evaluation, creative thinking

and teamwork. It is in these processes that important components of socio-cognitive competence are formed.

Theoretically, the development of socio-cognitive competence is based on a number of pedagogical and psychological approaches. In particular, the competency approach serves to ensure the student's readiness for practical activity, while the person-oriented approach makes it possible to take into account his individual abilities and needs. The active approach ensures the effective formation of knowledge, skills and qualifications by stimulating the student's independent activity.

Reflective thinking is of particular importance in the development of socio-cognitive competence. Reflection helps the student analyze his/her own activities, evaluate the results achieved, and determine future development strategies. The introduction of reflective activity in the process of music education ensures students' independent thinking, self-control, and professional growth. Interactive teaching methods are also an important tool in improving socio-cognitive competence. Methods such as "Brainstorming", "Cluster", "Case Study", "Discussion", "Debate", and "Project Method" increase students' thinking activity, develop a culture of communication and develops collective problem-solving skills. Using such methods, students learn to analyze various pedagogical situations, develop alternative solutions, and make decisions. Ensemble and choir classes in music education are also effective forms of developing socio-cognitive competence. Collective performance teaches students cooperation, responsibility, listening to each other and working towards a common goal. At the same time, mutual respect and trust are formed between them.

The capabilities of information and communication technologies are also of great importance in developing students' socio-cognitive competence. Electronic learning platforms, virtual laboratories, multimedia tools and distance learning technologies increase the effectiveness of the learning process. Students have the opportunity to independently enrich, analyze and apply their knowledge through the use of modern information resources.

From a psychological point of view, the development of emotional intelligence is also an important indicator of socio-cognitive competence. Since the art of music is closely related to human emotions, future music teachers need to have the ability to manage their own emotions, understand the emotional state of others, and show empathy. This serves to create a healthy psychological environment in the educational process.

During pedagogical practice, students develop their socio-cognitive competence by working in a real educational environment. Organizing lessons, communicating with students, solving various pedagogical situations, and analyzing the results form professional experience and social activity in them.

Research shows that students with a high level of socio-cognitive competence participate more actively in educational activities, have higher mastery rates, and adapt to professional activities faster. They are able to make the right decisions in complex situations, work effectively with a team, and take a responsible approach to their professional development.

Thus, the theoretical and methodological foundations of improving students' socio-cognitive competence in the process of music education are based on a combination of pedagogical and psychological approaches. The development of this competence is an important

condition for improving the professional training of future music teachers, improving the quality of education and preparing competitive specialists for the modern education system.

Within the framework of this study, the theoretical and methodological foundations of improving students' socio-cognitive competence in the process of music education were comprehensively studied and analyzed. The results of the conducted scientific research showed that the professional training of future specialists in the modern education system is determined not only by theoretical knowledge and practical skills. Their ability to effectively function in a social environment, to properly organize communicative relationships, to solve problem situations and to have reflective thinking are also of great importance. In this regard, socio-cognitive competence is currently emerging as one of the main criteria determining the quality of education.

The study revealed that socio-cognitive competence is an integrative quality that determines not only the social activity of a student, but also his professional development. This competence includes communicative abilities, critical and reflective thinking, emotional intelligence, teamwork skills, leadership qualities, and social responsibility. Especially for students studying in the field of music education, these competencies are one of the important components of professional activity. Because a music teacher is not only a specialist who provides knowledge, but also an educator, organizer, consultant, and a person who creates a creative environment. Theoretical analyses have shown that the methodological foundations of the formation and development of socio-cognitive competence are based on the principles of a competency approach, an active approach, person-centered education, and constructivist pedagogy. These approaches allow the educational process to be focused on the active development of the student's personality. As a result, the student is formed not as a ready-made receiver of knowledge, but as a subject who independently searches, analyzes, and applies it in practice. The specific features of music education also create a favorable pedagogical environment for the development of socio-cognitive competence. Music, as an art form that is inextricably linked with human emotions and social experience, develops the student's aesthetic taste, emotional sensitivity and social activity. In the process of musical activity, students acquire the skills of listening, observing, evaluating, comparing and analyzing. This serves to form in them the ability to correctly understand and evaluate social situations.

The results of the study also confirmed the effectiveness of interactive teaching methods. Methods such as "Brainstorming", "Discussion", "Debate", "Case Study", "Project Method", "Boomerang", "Cluster" stimulate students' active thinking, develop teamwork skills and increase their communicative competence. With the help of these methods, students learn to analyze problem situations, justify their point of view and treat the opinions of others with respect.

It was also found that the role of reflective activity in the development of socio-cognitive competence is of particular importance. Reflection helps students evaluate their own activities, identify successes and shortcomings, and strive to work on themselves. Students with developed reflective thinking are able to consciously manage their professional activities and continuously improve them.

In music education, ensemble and choir classes have emerged as one of the effective means of forming socio-cognitive competence. Collective performance encourages students to

cooperate, listen, work in a coordinated manner, and achieve a common goal. As a result, they develop social responsibility, leadership, and cooperation skills.

The use of information and communication technologies is also an important factor in the development of students' socio-cognitive competence. Electronic learning platforms, multimedia tools, virtual laboratories, and distance learning technologies develop students' culture of working with information. They have the opportunity to effectively operate in a modern information environment, select and analyze information, and use it rationally.

The study once again confirmed that psychologically, emotional intelligence is an important component of socio-cognitive competence. The development of emotional intelligence allows students to manage their own emotions, understand the emotional state of others, and establish effective communication. The formation of emotional intelligence in music education is closely related to aesthetic feelings and creative experiences.

Pedagogical practice is one of the most important stages in the development of socio-cognitive competence. During practice, students gain experience in applying theoretical knowledge in real pedagogical situations, working with students, organizing lessons, and managing the educational process. This forms social competencies in them along with professional competencies.

Based on the results of the study, the following conclusions were drawn:

Firstly, socio-cognitive competence is an important factor determining the professional readiness of students in the field of music education.

Secondly, the development of this competence is effectively implemented in the educational process organized on the basis of a competency-based approach.

Thirdly, interactive methods and innovative pedagogical technologies have a significant positive impact on the socio-cognitive development of students.

Fourthly, reflexive activity and emotional intelligence are important components of socio-cognitive competence.

Fifthly, collective forms of musical activity serve to develop cooperation, responsibility and communicative skills in students.

In general, improving the socio-cognitive competence of students in the process of music education is one of the important tasks of the modern education system. The development of this competence allows improving the professional skills of future music teachers, improving the quality and efficiency of education, and preparing specialists who will make a worthy contribution to the spiritual and intellectual development of society. Therefore, the widespread introduction of pedagogical technologies aimed at developing socio-cognitive competence, enriching scientific and methodological support, and implementing innovative approaches in practice remain urgent tasks.

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