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## **IMPORTANT ASPECTS OF FORMATION OF SCIENTIFIC-RESEARCH SKILLS IN MUSICAL-PEDOGOGICAL ACTIVITY**

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### **Abstract:**

This article highlights important aspects of the formation of research skills when preparing students for musical pedagogical activities, and also determines the importance of research skills and the fundamentals of research activities.

**Keywords:** Scientific research, activity, knowledge, modern lesson, result, experience, innovative approach, quality, preparation, pedagogical technology.

Nowadays, when preparing teachers of children's music education for professional activity, the theoretical level of knowledge of the subject provided by the educational institution alone is no longer sufficient.

The high pedagogical competence and musical skills of music educators develop and improve through regular work on this music, research, consistent practice on musical works, understanding, perception and education of music and thus the implementation of scientific research activities. One of the important areas of activity in the professional development of a teacher and educator is scientific research activity. Every educator should know this, regardless of which educational institution they work in. Finally, the teacher, as a subject of the educational process, must be at the forefront of continuous development and progress. [p. 1,184]

The development of scientific research skills in music education is one of the most pressing questions of modern education. These competencies ensure the scientific basis of the process of music education and serve to increase its effectiveness.

The great Russian educator K.D. Ushinsky's idea that the teacher lives until he flows emphasizes the need for continuous improvement of the teacher through tireless



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work. The German educator A. Disterweg also wrote about the teacher: "Only when he works on his little training and upbringing can he really educate." His thoughts have a very deep meaning. In addition, D.S. Addressing the youth, Likhachev wrote: "One must always be organized." Until the end of their lives, all the great scientists not only taught, but also gave lectures. If you stop organizing, you can't organize. The idea that knowledge is becoming more and more complex [3] is justified and every teacher should be guided by this. It should be emphasized that the work of a teacher-educator is the organization of purposeful, consistent and systematic actions for personal and professional development and perfection. [4. 58 p.] In fact, it is necessary for a teacher to constantly search, work hard, monitor news, use advanced methods, monitor results, select and maintain effective teaching methods and pedagogical technologies in order to develop professional activity and effective teaching to organize. justifies that.

What is a research activity? Why do teachers need it, especially music teachers?

Research in the field of pedagogy refers to the process and result of scientific activity with the aim of gaining new knowledge about the laws of education, its structure and mechanisms, content, principles and technologies. However, music teachers' research questions are not adequately addressed in the academic literature.

Important aspects of the formation of scientific research skills in music education:

Students and educators develop the skills to develop new ideas and put them into practice;

Increases the ability of teachers to thoroughly analyze the teaching process and effectively organize their activities;

It enables the development of innovative methods for the music education process and their implementation in training.

It is important to pay attention to the following stages of the basics of research activity:

Identification of current issues in music education;

- Study of scientific literature, analysis of best practices;
- Conducting experiments and studying their results;
- According to research results, it is important to improve educational activities.



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The need of the future music teacher for a critical attitude towards scientific research activities determines his task, especially in the training of the winners of numerous competitions. Such teachers do not see the appropriateness of pedagogical activity in fulfilling the research function. They believe that contact with science and involvement in the research process only interferes with creative communication, and "promoting" the child's talent "dries up" the creative process. But without a thorough study of the problems that arise, without the search for possible solutions, without the analysis of interesting creative ideas for organizing the educational process and the existing positive (and negative) work experiences of colleagues, successful engagement in creative education is impossible. [p. 2.3]

Recently, with emphasis on scientific research activities, research is being carried out to solve the existing problems of music education by using modern approaches, new technologies and developments and offering optimal solutions. Particularly in the implementation of modern music pedagogy in our country, certain successes are being achieved in increasing its effectiveness, bringing teaching methods to the level of new requirements and consistently using them in lessons. In addition, in the following years, textbooks, study guides and monographs aimed at improving music education were created in our country, research work was carried out, dissertations were defended and many scientific articles and theses were published. In these research works, many positive materials, developments and conclusions were obtained on the design of music education based on new requirements using modern educational technologies. All this serves to improve the effectiveness of music education and improve their professional knowledge, skills and abilities.

A teacher should be a person who observes, researches, analyzes the educational process in all its components, adopts an innovative approach to his professional activity, analyzes effective experience and develops new methods and pedagogical technologies.

Research activities allow teachers to reveal their talents, discover, create and develop new opportunities, and this never ends. This makes the teacher's work interesting both for himself and for the children, because only a creatively developing person is able to teach others, giving them little knowledge and skills and looking for something new. Such a teacher does not stop at one place, his main goal is to find



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new effective forms of involving students in educational activities. In addition, this teacher does not get bored when teaching and does not bore the students either, because one lesson is not the same as another, each time he introduces a new element and creates, works, develops together with the children.

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