



## Understand "Methodical Competence". Essence and its Manifestation

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**Annotation:** The success of the educational process depends not only on modern pedagogical technologies or teaching aids. In ensuring the quality and effectiveness of education, the subjective factor is of paramount importance - the methodological competence of teachers. Therefore, the effective development of methodological competence in the training of future music teachers is one of the important tasks facing universities. The article discusses the essence of the concept of "methodological competence" and the qualities of methodological competence shown by music teachers.

**Key concepts:** competence, methodical competence, qualities of methodical competence, music teacher, qualities of methodical competence of a music teacher.

Each teacher has pedagogical competence as a specialist must be. Methodological competence is considered one of the important structural elements of competence that should be demonstrated by pedagogues, especially music teachers. While organizing the pedagogical activity, the teacher should be able to demonstrate methodical competence along with individual, personal, social, leadership and leadership competence qualities.

At this point, it is appropriate to first get acquainted with the dictionary and theoretical description of the concept of "methodical competence".

T.N. Sokolnitskaya defines competence as "educational results, professional-personal characteristics, professional-personal description of professional-methodical experience arising in professional-methodical activity" [8, - p. 162] interprets it as. In fact, on the basis of competence, the professional and personal characteristics characteristic of a specialist of any field are manifested. Therefore, competence describes the knowledge, skills, qualifications and experience of a specialist in the form of their generalization, both professionally and personally. However, this approach of T.N. Sokolnitskaya does not directly describe "competence" as an academic concept.

In pedagogical and psychological sources, the concepts of "competence" and "competence" are used as synonyms. On the basis of existing researches related to the topic carried out in these fields, familiarization with the published scientific works, analysis of the ideas put forward in them, it was made sure that the concepts of "competence" and "competence" are not mutually synonymous, but each is a separate independent concept, and one is the basis of the other. By its essence, "competence" is a comprehensive concept, and on the basis of one professional competence, many competences with its structural foundations can be organized.

For example, according to the approach of A.K. Markova, four important structural bases form the basis of pedagogical competence. They are: special or professional competence, social competence, personal competence, individual competence [6, - 8 p.].

Each of these competencies related to pedagogical competence is formed on the basis of a set of several independent competencies. In particular, the basis of social competence is formed by the following competences: management competence, leadership competence, communicative competence, social activity competence. So, it can be said that competence is a separate independent quality, ability, which is manifested in the person of a specialist, and competence is a specific form of quality or ability consisting of a combination of several competencies.

Competence is shown by certain signs. In particular:

ownership of the nature of the activity;

constantly changing (being, social relations

change of the content, as well as the requirements for a "successful person");

the formation of the competence to make a choice based on the necessary, important knowledge required in specific situations;

is manifested on the basis of the ability to solve problems and typical tasks in real life situations using knowledge, skills, educational and life experiences, as well as values and inclinations [10, – p. 25-26].

In the process of effective organization of activities in each field, specialists use one or another method, method and technology. The specialist's approach to this matter, that is, what methods, methods, tools, or technologies he uses, represents the essence of methodological competence. In order to come to a firm conclusion in this regard, it is appropriate to first get acquainted with the opinions put forward by researchers and pedagogues regarding the essence of the concept of "methodical competence"

According to N.V. Kuzmina, methodical competence is based on "the pedagogue's knowledge of using various educational methods, their ability to use them effectively in the educational process, awareness of the psychological mechanisms of thorough assimilation of existing knowledge and skills during the lesson" [4, - p. 89-90] such cases appear. Although the author is right in a certain point ("the pedagogue knows how to use various educational methods, can use them effectively in the educational process"), there is a certain deficiency in his opinion aimed at revealing the essence of the concept of "methodical competence". Therefore, methodological competence is not determined only by awareness of educational methods and the ability to use them effectively in practice. The teacher's methodical competence means that he is equally aware of educational methods, organizational forms, tools, methods and technologies of teaching. It is these factors that make it possible to organize the educational process methodically, to achieve the expected results, to increase the educational activities of students, to effectively manage their activities, to rationally analyze the educational results, and to improve the quality of education.

Therefore, the definition given by the researcher O.I. Bereshchenko in this place explains the essence of the concept of "methodical competence" relatively fully. That is, methodical competence is considered to be "the manifestation of a structure arising from professional knowledge, skills, and personal qualities that serve to develop the didactic, organizational, and analytical abilities of a pedagogue" [1].

The opinion of O.I. Bereshchenko was filled by E. P. Ryabchikova. According to the author, the methodical competence of a pedagogue means "educational methods, didactic knowledge, professional qualities manifested in his personality, in addition to knowledge of the psychological and pedagogical characteristics of students, the unique experience of musical and pedagogical creativity, the possibilities of creativity, the advantages of the pedagogic profession, understanding the essence of interpretive skills, as well as approaching the personality of the student as a value" [7, - p. 188-189] is understood.

I.A. Kolesnikova qualities of pedagogical competence in general, and methodical competence in particular - competences express the readiness of the pedagogue to perform pedagogical tasks in accordance with the norms of social ethics recognized by society, educational standards and the

requirements of a certain historical period, puts forward the opinion [3, - p. 5]. In fact, the professional and methodical competence of the pedagogue is clearly manifested in taking into account the existing social, moral-ethical, educational requirements, standards, criteria for meeting the needs specific to the relevant period.

When describing the methodological competence of a teacher, attention is paid to its integrative character. For example, "an integrative, multi-level, professionally significant description of a teacher's personality, which is reflected in the existence of a valuable attitude towards the teaching profession, professional knowledge and skills as a whole (T.V. Syasina) [9, - p. 8]; integral description of the professional, personal and moral qualities of the pedagogue, which reflect the methodological, methodical knowledge, qualification, experience, motivation, ability and readiness to demonstrate oneself creatively in the integrity of methodological and pedagogical activity (T.A. Zagrivnaya) [2, - p. 13].

Based on the opinions expressed, it can be said that the methodological competence of a pedagogue is his work with educational materials, the ability to choose educational materials related to the relevant topic, the ability to deliver the selected educational materials to students in an easy and convenient way, to control their activities rationally and effectively, and the educational materials are carefully used by students. It is noticeable in situations such as performing correction work when it is not mastered.

In addition, it appears as one of the main types of professional competence of a pedagogue, because the methodical activity of a pedagogue is considered one of the important types of professional pedagogical activity; methodical competence is reflected in the integrity of theoretical and practical preparation for the effective implementation of the education and training process conducted by the pedagogue; It is formed on the basis of general pedagogical and methodical knowledge, skills, qualifications, experience, as well as the sum of personal qualities and develops on the basis of consistency of activity [5, - p. 46].

Accordingly, it can be concluded that the following qualities are manifested on the basis of the methodological competence of the pedagogue:

- to be able to choose educational materials on the studied topic;
- selection of selected educational materials;
- organize and systematize selected educational materials in a logical sequence;
- selection of teaching forms, methods, tools and technologies that allow easy and comprehensible presentation of educational materials;
- development of a training project based on selected teaching forms, methods, tools and technologies (planning; elucidation based on a scheme or thesis; synopsis);
- delivery of educational material to students according to the project;
- control form for evaluating students' academic performance,
- defining methods and tools;
- initial mastery of educational material by students
- control;
- intermediate (final) examination of students' educational activities and
- assessment;
- choosing the form, method and means of correcting the knowledge, skills and qualifications of students who could not adequately fulfill the requirements of the curriculum;
- correction of students' knowledge, skills and qualifications using selected forms, methods and tools.

It should be noted that one methodical competence includes more than ten qualities. Each of these qualities is separate, independent and complements each other. It is these qualities - competencies.

That is, this quality - competences, which are required to solve a specific task, represent the fact that the task defined by the specialist (in this case, the teacher) is fully demonstrated in practice, relying on the existing theoretical knowledge, skills, qualifications, and work experience that he has. So, methodical competence is the sum of these independent competences.

The level of professional competence of a pedagogue-musician is evaluated based on the following:

introducing learners to a vocal-choir piece included in the educational program;

perform an analysis of this work;

complete analysis of the work from a musical-theoretical point of view;

full analysis of the vocal and choral aspects of the work [8, – p. 191];

performance of a work accompanied by a musical instrument and realization of the score of a choral work;

drawing up a work plan for learning the relevant work with a choir and carrying out methodical work.

Thus, methodical competence is considered an important structural element of professional competence specific to a pedagogue. Having methodological competence means the pedagogue's awareness of organizational forms, methods, tools, methods and technologies of modern education. By acquiring methodological competence, the teacher will have the opportunity to effectively work with the educational material, actively involve students in mastering the educational material, and rationally control their educational and learning activities. Therefore, it is important for the teacher to have methodological competence.

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