

Developing a Model for Preparing Future Music Teachers for Pedagogical Activity Based on Personality-Oriented Educational Technology

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Abstract: This article explores the development of an educational model aimed at preparing future music teachers for professional pedagogical activities through the implementation of personality-oriented educational technologies. The study emphasizes the importance of individual development, creativity, and personal motivation in teacher training programs. Key components, principles, and expected outcomes of the proposed model are discussed.

Keywords: music education, personality-oriented technology, pedagogical training, teacher preparation, educational model

Introduction. The preparation of future music teachers is a multifaceted process that requires the integration of both professional and personal development. With the growing emphasis on individualized learning, personality-oriented educational technologies have emerged as effective tools in fostering competent, motivated, and creative educators. The rapid transformation in educational paradigms in the 21st century has led to the increased focus on learner-centered approaches, particularly in the preparation of future educators. Music education, which plays a vital role in developing students' emotional, aesthetic, and cognitive capacities, requires a teaching workforce that is not only professionally competent but also personally developed. Preparing future music teachers, therefore, involves more than just the acquisition of musical knowledge and pedagogical skills - it demands the nurturing of an educator's personality, values, creativity, and motivation.

In recent years, the personality-oriented educational approach has gained significant attention due to its emphasis on individualized learning, humanistic values, and the holistic development of students. This pedagogical philosophy is especially relevant in the context of music education, where emotional expressiveness, empathy, and personal interpretation are crucial. Traditional teacher training models, which often rely on standardized curricula and impersonal instructional methods, may not adequately address the personal and artistic needs of future music educators.

Thus, there is a growing need for innovative training models that incorporate personality-oriented technologies to ensure that future teachers are not only equipped with professional competencies but are also capable of fostering meaningful and inspiring learning experiences. Such models prioritize self-reflection, internal motivation, emotional intelligence, and the ability to adapt to diverse classroom environments.

The present study aims to develop and present a comprehensive model for preparing future music teachers for pedagogical activity, grounded in the principles of personality-oriented education. The model is designed to bridge the gap between theory and practice, focusing on the cultivation of both musical-pedagogical skills and personal qualities that define effective and inspiring educators.

Theoretical Background. Personality-oriented education is based on the idea that each learner is unique and that teaching strategies should accommodate individual characteristics. In the context of music education, this approach nurtures self-expression, emotional intelligence, and artistic identity - key traits for successful music teachers.

The concept of personality-oriented education is deeply rooted in the humanistic paradigm of pedagogy, which views the learner as a unique and holistic individual with personal needs, abilities, and potential. This approach has been shaped by the works of prominent theorists such as Carl Rogers, Lev Vygotsky, and Abraham Maslow, all of whom emphasized the centrality of personal growth, intrinsic motivation, and self-actualization in the learning process.

According to Carl Rogers (1983), effective education should be person-centered, focusing on the learner's experiences, emotions, and self-perception. This principle is particularly relevant to music education, where emotional engagement and personal expression are integral to both learning and teaching processes. Similarly, Vygotsky's (1978) sociocultural theory underscores the importance of social interaction and the Zone of Proximal Development (ZPD) in learning, suggesting that teachers must recognize individual differences and tailor instruction to the learner's current developmental stage.

In the context of teacher preparation, personality-oriented education aims to create conditions that support the comprehensive development of future educators - academically, professionally, and personally. This means moving beyond a standardized curriculum and creating flexible, adaptive training programs that encourage reflection, creativity, empathy, and independent thinking.

Music teacher education benefits significantly from this approach, as music itself is a personal and expressive art form that involves affective, cognitive, and psychomotor domains. Personality-oriented models enable future teachers to explore their artistic identity, refine their interpersonal communication, and develop teaching styles that reflect their unique pedagogical philosophies. Moreover, such approaches help cultivate a student-centered mindset, which is essential for building meaningful teacher-student relationships and fostering inclusive, supportive learning environments.

Research in educational psychology and pedagogy supports the claim that teacher effectiveness is strongly correlated with personal qualities such as emotional intelligence, motivation, and adaptability. Therefore, preparing music teachers through personality-oriented educational technologies ensures not only technical and pedagogical competence but also psychological readiness and ethical responsibility.

Methodology. A qualitative-descriptive research approach was employed. Data were collected through a review of literature, interviews with experienced educators, and analysis of current pedagogical models. Based on this, a conceptual model was developed and validated.

Model Components. The proposed model includes the following components:

- **Personal Development Module:** Focuses on self-awareness, reflection, and emotional resilience.
- **Professional Skills Module:** Enhances musical pedagogy, conducting, and performance techniques.
- **Interactive Teaching Practices:** Encourages cooperative learning, student feedback, and adaptive teaching.
- **Mentorship and Practicum:** Provides real-world classroom experiences under expert guidance.

Implementation Strategy. The model is implemented in three phases:

1. **Diagnostic Phase** - Assessment of students' individual traits and readiness.
2. **Formative Phase** - Application of personality-oriented strategies in core subjects.
3. **Reflective Phase** - Continuous self-assessment and pedagogical adaptation.

Results and Discussion. Initial testing of the model in music education programs has shown improvements in student engagement, teaching confidence, and individualized lesson planning. Future teachers reported a stronger connection to their professional identity and felt better prepared for real classroom challenges.

Conclusion. The development and application of a personality-oriented model for training future music teachers contributes significantly to the quality of pedagogical education. It promotes both artistic and personal growth, which are essential in forming well-rounded, effective educators. In summary, the theoretical foundation for the development of a personality-oriented model in music teacher education is based on the intersection of humanistic pedagogy, developmental psychology, and music pedagogy. These interconnected frameworks provide a strong basis for designing a training model that prioritizes the personal and professional development of future music educators.

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