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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**FORMATION OF PROFESSIONAL AND PERSONAL
QUALITIES
IN THE SPECIALITY OF MUSIC TEACHER**

Specialty: 5801.01 – Theory and methodology of training
and education (music teaching methods)

Field of science: Pedagogy

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RELEVANCE AND THE DEGREE OF PROCESSING OF THE TOPIC

At the end of XX and the beginning of XXI century, a new stage in socio-economic and cultural development of Azerbaijan on the one hand led to democratic processes, integration into the world education system and compliance with its normative standards, and on the other hand revival of the musical, cultural and humanistic traditions of the Azerbaijani people.

The preparation of the student's future musical-pedagogical activity at a high professional level is determined not only by the acquisition of the necessary competencies, but also by the complex of personal, moral values that form the basis of human morality, potential abilities that encourage active creativity. Modern society needs high professional habits, professional knowledge and skills, creative abilities, initiative, independence, culture, intellect, spirituality, educator-personalities with high moral qualities. These tasks require significant and perfect reforms for the professional training of a musician-educator in higher educational institutions.

The educational process in higher educational institutions should carry out complex training based on the unity of both personal and professional skills of future music teachers. Under the complex methodology of positive professional and personal abilities of students-musicians, the initial didactic provisions set forth in the current research work are envisaged. These provisions are characterized by the need to create an integrative system in education and are based on the interaction of pedagogical-personal training.

Teaching is a complex mental process of a creative nature. Here are combined numerous and various factors. Pedagogical work cannot be neglected, mechanically treated – this is one of the most humane professions. The professional experience of a music teacher does not always correspond to his personal indicators. And this negatively affects the overall results of musical-pedagogical activity.

Pedagogical training of music teachers in higher educational institutions is not carried out to a sufficient extent, since the integration of two important factors interacting with each other: the

interaction of professional knowledge, skills and abilities of the student with personal qualities does not exist in a complex educational system. This is a unity in the pedagogical profession and determines its success and effectiveness.

The relevance of the current problem is determined precisely by this important factor. This stipulates the importance of his research from the scientific point of view and necessitates the search for appropriate methods for its practical implementation. Thus, the relevance of the study is conditioned as follows:

- observation of contrasts during professional music-pedagogical training of students;
- lack of a complex methodology that ensures a harmonious connection of professional and personal qualities in the educational process of students.

For the development of modern scientific and pedagogical thought in Azerbaijan the scientific works and activities of A.Y.Sejidov, M.M.Mehdizada, M.A.Muradkhanov, N.M.Kazimov, G.M.Ahmadov, Y.P.Talibov, İ.A.Mollajev and others are a big contribution.

In the study of the problem of professional training of music teachers the scientific works by B.V.Asafjev¹, Y.B.Alijev², E.B.Abdullin³, D.B.Kabalevski and other russian scientists played a fundamental role. Works in the field of psychology, devoted to the problem of the formation and development of personality by V.N.Myasişev⁴,

¹ Асафьев, Б.В. Избранные статьи о музыкальном просвещении и образовании / Б.В.Асафьев. ред. и вступ. стат. Е.М.Орловой. – Ленинград: Музыка, – 1973. – 144 с.

² Алиев, Ю.Б. Настольная книга школьного учителя-музыканта / Ю.Б.Алиев. – Москва: Гуманит. изд. Центр. ВЛАДОС, – 2000. – 336 с.

³ Абдуллин, Э.Б. Методологический анализ проблем музыкальной педагогики в системе высшего образования: Учебное пособие к спецкурсу «Основы методологической культуры учителя музыки» / Э.Б.Абдуллин, науч. ред. В.А.Сластенин. – Москва: Прометей, – 1990. – 186 с.

⁴ Мясищев, В.Н. Психология отношений / В.Н.Мясищев – Москва: Модек, – 1995. – 356 с.

K.K.Platonov⁵, A.G.Asmolov⁶, Yu.V.Şerbatıx⁷, were of great importance for the studies carried out.

Great scientific-research and methodological experience gained in scientific works of Azerbaijani scientists, such as, S.D.Gulijev, N.S.Malikmammadov, V.D.Xalilov, O.M.Rajabov, S.M.Askarova, M.R.Dadashova, T.F.Kangarlınskaya, J.G.Qadimova, T.A.Bagirova and others in the field of improvement of professional music-pedagogical education of students were summarized. In these scientific works various aspects of music education, music-performing activity, creative independence, as well as increasing the level of music-theoretical knowledge of future music teachers were studied.

Various problems of musical training and education of students were reflected in the scientific works of M.Z.Tuajeva⁸, A.V.Husejnova⁹, F.Sh.Hidayatova¹⁰, S.S.Aliyeva¹¹, A.H.Garibova¹²,

⁵ Платонов, К.К. Структура и развитие личности / К.К.Платонов – Москва: Наука, – 1986. – 256 с.

⁶ Асмолов, А.Г. Психология личности. Культурно-историческое понимание развития человека / Асмолов А.Г. – Москва: Смысл, – 2019. – 448 с.

⁷ Щербатых, Ю.В. Общая психология / Ю.В.Щербатых. – Москва: Питер, –2008. – 272 с.

⁸ Туаева, М.З. Содержание и формы экспериментальной работы по комплексному обучению учащихся школы-студии Бакинской музыкальной академии им. Уз.Гаджибейли: / автореферат дис. доктора философии по педагогике. / – Баку, 2010. – 30 с.

⁹ Hüseynova, A.V. İbtidai sinif musiqi dərslərində şagirdlərin bilik, bacarıq və vərdislərinin formalaşması üzrə işin sistemi: / pedaqogika üzrə fəlsəfə doktoru dis. avtoferatı. / – Bakı, 2015. – 26 s.

¹⁰ Hidayətova, F.Ş. İbtidai siniflərdə musiqi dərslərində şagirdlərin vətəndaşlıq tərbiyəsinin imkanları: / pedaqogika üzrə fəlsəfə doktoru dis. avtoferatı. / – Bakı, 2010. – 20 s.

¹¹ Əliyeva, S.S. Musiqi kurikulumu əsasında sinif müəllimlərin hazırlığının yüksəldirilməsi üzrə işin sistemi: / pedaqogika üzrə fəlsəfə doktoru dis. avtoferatı. / – Bakı, 2013. – 30 s.

¹² Qaribova, A.H. Məktəbəqədər müəssisələrdə uşaqların musiqi tərbiyəsi üzrə işin təşkili: / pedaqogika üzrə fəlsəfə doktoru dis. avtoferatı. / – Bakı, 2014. – 26 s.

N.M.Kamilova¹³ and in a number of other scientists.

The purpose and objectives of the study are to develop a comprehensive methodology for the formation of professional and personal qualities of students studying in music education.

The goals and duties of the research are to develop a complex methodology for the formation of professional and personal qualities in the education of students studying on music teacher speciality.

In accordance with the subject, purpose and scientific hypothesis of the work, the following tasks were put forward:

1. Analysis of scientific-theoretical, methodological and practical experience in the field of musical-pedagogical training and education of students.

2. Identification of the essence and specifics of the concept of musical-pedagogical mastery, revealing the main parts of its content.

3. Classification of main indicators of musical-pedagogical activity.

4. Development of a special complex methodology of professional musical-pedagogical training of students.

5. The implementation of the current complex methodology in the process of experimental-experimental work, as well as in the training and education of students majoring in music education.

6. Analysis and generalization of the results of the practical-experimental work, determination of the final theoretical and practical results of the work obtained.

Research methods. The following methods were applied in the research process:

1. Research and analysis of the history, theory and practice of training and education of students.

2. The study of the methodological and practical experience of outstanding educators and methodologists.

3. Observation of the process of training and education of students and their musical and pedagogical experience.

¹³ Kamilova, N.M. Musiqi məşğələlərində şagirdlərin hərbi vətənpərvərlik tərbiyəsi üzrə işin imkan və yolları: / pedaqogika üzrə elmlər doktoru dis. avtoreferatı. / –Bakı, 2017. – 30 s

4. Comparison of the level of musical-pedagogical training of students, pedagogical conversations, pollination, test tasks and interviews.

5. Analysis of exemplary classes of students majoring in music education, their speeches at exams, seminars and conferences.

6. Application of the types of conjugation, formation and correlation of the pedagogical experiment.

7. Search and study of effective possibilities of harmonious connection of professional and personal qualities of students trained in higher education institutions.

The main provisions of the defense:

1. The modern process of higher education of students preconditions their professional musical-pedagogical training and actualizes application of innovative teaching methods along with traditional methods.

2. The musical-pedagogical training of students often brings together unrealized great potential and prospects.

3. One of the negative trends in the process of musical-pedagogical training of students at higher institutions is the lack of coordination with the level of development of personal qualities of professional knowledge, skills and abilities accumulated by them.

4. This factor, in turn, compotes the development of a special complex methodology in a purposeful, consistent and effective way, in interaction with personal abilities, which effectively affects the formation of general musical-pedagogical activity.

5. Practical implementation of the developed complex methodology confirmed the theoretical significance of the research work.

The scientific novelty of the study consists of the following:

- in the theory and practice of Higher School pedagogy relevance of professional and personal qualities of musical-pedagogical training of students as a problem of mutual and harmonious unity is substantiated;

- discrepancies between the professional knowledge, skills and abilities acquired by the students and the level of development of their personal qualities are revealed;

- on the basis of theoretical and practical analysis, as well as work experience conducted with students majoring in music teaching, the necessity of harmonious connection of their professional and personal abilities was determined;

- the effectiveness and necessity of this relationship in the formation of the musical-pedagogical profession is scientifically justified;

- complex methods that effectively affect the interaction of professional and personal qualities have been developed both scientifically and experimentally;

- complex methodology was carried out in the process of practical-experimental work and its results fully confirmed the theoretical and practical significance of the research work.

Theoretical and practical significance of the study:

- the importance and necessity of the harmonious connection of professional and personal qualities of the student in the process of education at higher institution has been identified;

- a complex methodology has been developed which allows successful and effective implementation of musical-pedagogical activity;

- the possibility of practical application of the current complex methodology in other specialties in the process of education at higher institution was revealed.

Approbation and application.

It was reflected in the the author's scientific works, his reports at scientific-practical conferences held at higher institutions, speeches at open lessons of students majoring in music education, discussions of the chair of "methodology and special pedagogical training" of Baku Music Academy”, discussion of the Department of Education problems at the Institute of Education of the Republic of Azerbaijan, discussion of the training laboratory of the Institute, discussion of the chair of “music and its teaching methods” of Azerbaijan State Pedagogical University.

The name of the organization in which the dissertation work was carried out. The research work was carried out at the Department of “methodology and special pedagogical training” of

the Baku Music Academy named after Uzeyir Hajibeyli.

The total volume of the dissertation with a sign, with a note of the volume of structural sections of the dissertation separately.

The dissertation work consists of introduction, 2 chapters, a conclusion and a list of used literature. Here were given 10 schedule, 6 graphics description. Introduction - 18 469 characters with 10 pages, the Chapter I - 112 141 characters with 58 pages, Chapter II - 56 891 characters with 35 pages, and the conclusion - 20 898 characters with 11 pages.

The total volume of the dissertation consists of 136 pages. The general text part of the dissertation (excluding tables, graphs and literature list) is 116 pages and 206 494 characters.

THE MAIN CONTENT OF THE DISSERTATION

The **“Introduction”** section of the dissertation defines the relevance of the topic, the degree of development, the object, subject, purpose and objectives of the research, the main provisions for the defense of methods, scientific novelty, practical significance.

Chapter I of the dissertation is called “Scientific-theoretical and methodological study of the problem of the formation of professional and personal qualities of students” and consists of three paragraphs.

1.1. “Typical trends of the higher Music-pedagogical education system” are being studied.

Modern musicologists, experts in higher education institutions and institutions confirm the view that integration with the world education system is characteristic for the modern professional music education system in Azerbaijan. At the same time, the researchers say: *“New ways of bringing higher education into modernity should, on the one hand, refer to the experience of leading and leading foreign educational practices, and on the other hand – to the realities of modern education based on national pedagogical culture and based on modern cultural and pedagogical traditions. Therefore, the important issue facing the education system in Azerbaijan is that in the conditions of intensification of the globalization process, new*

*educational principles, which are conditioned by national and human values, as well as meeting modern requirements, are formed*¹⁴.

In general, the analysis carried out in the field of modern music education shows that the main directions for its development are the following:

- reclaiming the goals, content and methods of music education;
- increased attention to students as a personality by musician-educators;
- intensive creative searches aimed at revealing the specifics of musical lessons.

The complex approach to the problem of musical-pedagogical training of students should be considered from three aspects and the integration of these aspects should be reflected:

- improvement of the content of musical-pedagogical disciplines;
- activation and enhancement of students' practical activities;
- revealing and educating the positive (personal) qualities required by professional activities in students, applying these qualities in the process of their work.

The current comprehensive approach can provide a complete and substantial Organization of theoretical, practical and personal training in higher education institutions. The implementation of this complex system will allow the development of professional knowledge, skills and abilities of students, as well as their moral perfection.

Analyses carried out on the study of musical-pedagogical training of students prove once again that special complex methodology should be created, theoretical (knowledge), practical (activity) and personal (moral) qualities should be guided. Such a system of

¹⁴ Ахмедов, Г.Г. Некоторые аспекты модернизации высшего образования Азербайджана в контексте глобализации // Развитие образования в странах СНГ. Сб. науч. трудов международной конференции, – Москва: – ИТ и Ип РАО, – 2005, – с. 26.

methods and a set of educational and methodological techniques in general can make it possible to realize the harmonious relationship of all the components of the named complex methodology

1.2. The problem of “Traditions of humanism in music and pedagogical education of students: tradition and modernity” is investigated.

Modern pedagogy as a branch of humanitarian science is based on the application of methods of cognition of humanitarian science. The relevance of humanitarian trends in modern pedagogical science has led to a repeated review of important didactic provisions in musical training and education. When it comes to professional and complex organization of musical and pedagogical training of students, this manifests itself in the first place. The essence of the present problem is that professional and personal qualities should be mutually harmonious with each other. Tolerance, humanism, high level of development of ethical culture, humanity are examples of such qualities. All these qualities are necessary for the success and effectiveness of the student's musical-pedagogical activity.

The foundations of humanistic education were also developed in previous years. However, conditions were not created for the realization of humanistic education. *“Ideas of humanism – a concrete historical form of organization and development of ideas of humanism, expressed a peculiar attitude of man to the surrounding world. It not only reflected the world, but also became a means of communication of various subjects”*¹⁵.

The most important tool for the humanization of education is its humanitarization. There are two aspects of humanitarization. The first aspect can be defined as raising knowledge and knowledge about humanism, humanity, and strengthening the humanitarian aspect of all academic disciplines. This issue is solved in the process of organizing the curriculum and relevant educational disciplines.

The second aspect consists of improving the quality of teaching humanitarian subjects and humanization of non-humanitarian

¹⁵ Баткин, Л.М. Итальянские гуманисты: стиль жизни и стиль мышления // Из истории мировой культуры – Москва: Наука, – 1978, – с. 209

subjects. This issue is presented in each subject and solved with a more detailed analysis of the same topics on human culture.

When paying attention to the historical development of National Education, rich traditions of humanistic education established in Azerbaijan are revealed, and its relevance is beyond doubt. A number of ideas related to education promoted by prominent Humanists of Western Europe in XIV-XV centuries were known in the East from XII-XIII centuries. This teaching was put forward earlier by Oriental thinkers and poets. The liveliness and high potential of these traditions were inexhaustible, and that is why it today integrates around the world and leaves no doubt as an important idea.

At present, excursion to the history of pedagogical thought of Azerbaijan, re-meaning and understanding of educational traditions in modern pedagogue-scientist thinking, study and generalization of experience of the past, application of this experience in accordance with current conditions and situations, use of the most valuable features of this experience in modern life is particularly relevant and necessary.

At the end of the twentieth century, scientists began to consider dialogue as a methodological base in various fields of humanitarian knowledge. At the same time, dialogue also acts as different types of principles of professional activity, including pedagogical activity. Based on the pedagogical dialogue, the teacher and student act as subjects of the cognitive process and communication. At present, scientists have defined this as the principle of pedagogical activity.

Because this principle in a certain sense reflects the activities of the teacher, determines the realization of his idea of interaction with the “subject-subject”.

1.3. It is devoted to”The structure of the main indicators and complex methodology of professional musical-pedagogical professional training of students”.

The problem of musical-pedagogical training of students is one of the most pressing issues of the higher education system. The existence of this problem is primarily due to the multifactorial nature and complex content of the pedagogical profession. That is, along

with professional knowledge, skills and abilities (performing, psychological and pedagogical), this problem also combines personal qualities.

The profession of musician-educator requires tolerance, universal culture, science, moral rules, decency and artistry, while music-pedagogical knowledge, skills and abilities, and various educational technologies are required.

Musical-pedagogical activity is complex and multifaceted complex. Necessary professional and positive personal qualities within it actively integrate with each other and create favorable conditions for full knowledge of these processes. Harmonic synthesis, which is important for this profession, was emphasized by a number of scientists: *“Professional training and personal qualities of a person are inextricably linked with each other within the pedagogical profession. The success of pedagogical activity also depends on a person's inclination to this profession, his pedagogical skills and abilities”*¹⁶.

Professional training of a music teacher also involves the integration of universal knowledge, skills and abilities. These include pedagogical, musical (performing, theoretical, historical), psychological, artistic, communicative and others. Substantiating the importance of the interaction of musical and pedagogical training, let's pay attention to the tolerance, which is a necessary issue for the musical-pedagogical profession. One of the necessary qualities of the musical-pedagogical profession is tolerance. Tolerance occupies the most leading and significant place among the personal professional qualities of a music teacher. At the present time, scientists emphasize tolerance as one of the most positive qualities of the human personality.

Tolerance - derived from the Latin word “tolerantia”(in translation-means “compliment”).In 1995, the UN adopted a special resolution called “Declaration of tolerance principles”.

¹⁶ Mərdanov, M.C. Azərbaycanın təhsil siyasəti (1998-2004): [I kitab] / M.C.Mərdanov. – Bakı: Çarşıoğlu, – 2005. – s. 108

In this decision, the content of tolerance is widely revealed and it is noted that *“tolerance is a form of self – expression of correct understanding of the whole individual of human personality. Tolerance includes such positive human qualities as sociability, freedom of thought, justice, moderation, conscience”*¹⁷.

Another important indicator of professional qualities of a music teacher is artistry. Artistry, which is an important component in musical pedagogy, requires from the teacher not only high professional skills and abilities, but also comprehensive, universal knowledge. The social significance of the teacher as a person should be spiritual, morally high. Otherwise, the teacher's artistry will remind you of an artificial actor's play. The real pedagogical artistry is the mastery gained in the course of great work experience, the basis of which is professionalism and technique. For example, referring to the opinion of Blumenfeld's students: *“... during the lesson, there was always a high artistry – it is such a sign that even the most knowledgeable teacher's piano is often uninteresting and boring without it”*¹⁸.

In general, we come to the conclusion that the profession of a music teacher includes not only musical performance, pedagogical and psychological knowledge, skills and abilities. At the same time, positive personal qualities, universal knowledge and decency, tolerance and artistry, humanity and ethics play a key role here.

Analyzing these provisions, we come to the conclusion that the following components can be proposed for organizing musical and pedagogical training of students in the form of a complex system and revealing its essence:

1. To gain a high level of universal knowledge on musical art, pedagogy and psychology;
2. Deep and comprehensive mastering of music learning and education technologies;

¹⁷ Əliyev, H.Ə. Müstəqilliyimiz əbədidir: çıxışlar, nitqlər, bəyanatlar, məktublar, müsahibələr [II kitab] / H.Ə.Əliyev. – Bakı: Azər nəşr, – 1997. – 588 s.

¹⁸ Баренбойм, Л.А. На уроках Ф.М.Блуменфельда // – Москва: Вопросы фортепианного исполнительства, – 1965. Выпуск 1. – с. 203.

3. Integration of professional and positive personal qualities of the student.

In other words, the structure of this complex methodology consists of three main functions: the “carrier” of knowledge, their “transfer” and the function of professional-personal self-improvement. All three functions closely interact with each other and correspond to three types of activities: to know, to work on oneself and to self-development up to perfection. Thus, the purpose of the complex methodology we have developed is to train the student's ability to think, work and develop, focused on professional and personal perfection.

Thus, the content of the complex methodology of musical-pedagogical training of students forms two important components: professional and personal positive qualities. Each of them contains special indicators. These indicators are constantly in dialectical and harmonious development. They form a single, complete professional-personal complex.

Chapter II of the dissertation is called “The experiment on the basis of a complex methodology of professional and personal qualities of students” and consists of two paragraphs.

2.1. It covers”The first period of the experiment - the defining period 2012-2014”.

The purpose of the practical-experimental work consists of:

- determination of the degree of accuracy of theoretical and methodological ideas put forward in the present study;
- determination of the purposefulness and effectiveness of a complex methodology of teaching musician students based on the interaction of cognitive, practical and personality-oriented training.

Construction of practical-experimental work by stages determined its main tasks:

- determination of the general level of development of musical-pedagogical training of students (defining experiment);
- formation of musical-pedagogical training of students on the basis of specially developed complex methods (forming experiment);

- verification of the effectiveness of the proposed complex methodology in different pedagogical conditions (correlation stage of practical-experimental work).

Practical-experimental work was carried out at the Department of “Methods and special pedagogical training” of the Baku Music Academy named after Uzeir Hajibeyli, at the Department of “Music and its teaching methods” of the Azerbaijan State Pedagogical University, at the Department of “Instrumental Performance ” of the Azerbaijan State University of Culture and art, at the Department of “Music teaching” of Nakhchivan State University, as well as in the basis of schools number 151 and 47.

In accordance with the tasks put forward earlier, the dynamics of practical-experimental work has been built from three periods: determinant, formative and probing.

The defining experiment of the practical-experimental work was carried out in stages and in several educational institutions of the Republic. The study was conducted during the examination session: more than 200 graduate students were involved in the survey. The level of professional musical and pedagogical training of students was checked. After analysis and verification of the obtained answers, 160 students were selected to participate in the determining experiment. The same number of students – 40 people were selected in each educational institution to obtain accurate indicators and compare them.

The level of professional-personality training of students was determined on three criteria: cognitive (theoretical knowledge), constructive (practical habit and skills) and personality-oriented (positive personal qualities). The first indicator was determined during the exam session and evaluated on the basis of the scores received by the students in the main theoretical disciplines:

The second criterion was determined on the basis of the pedagogical experience of students and the results of open lessons conducted by them. The third criterion was checked with the help of a questionnaire. The questions of the questionnaires were answered by the students of secondary schools where the students of ASPU had an internship as a future music teacher. The inspection was

conducted by the author of the study and teachers who teach music lessons in those schools. To determine the third criterion, a number of questions were formulated to determine the level of development of students ' personal qualities. Students should have read the questions in the questionnaire, line under the word mentioned in the questionnaire if they agree, and not line if they disagree. The questionnaire has been compiled so that students can clearly imagine what personal qualities the teacher is talking about.

Survey №1

Your music teacher

Is **very glad to help** you in your lessons;

Is **attentive**, interested in your personal problems, sympathizes with you and shows attention;

Is **patient**, does not interrupt your speech during a conversation, offers to think before answering, patiently explains when something is not clear;

Is **caring**, interested in your mood;

Is **modest**, does not set himself an example for children and does not brag about his own successes;

Is **fair**, it evaluates all students the same, does not increase the grades of the Chosen One, it helps students who are both talented and lagging;

Is **honest**, he does not deceive his students, their parents, he admits his guilt when he makes a mistake;

Is **strict**, not only against the students, but also against the himself:

Is **disciplined**, is never late for classes and is able to explain the material during the lesson, check the homework and can give new assignments to the house.

Is **neat**, everything is in its place on his desk, he never keeps scattered documents and paper after himself, he always looks neat, he controls cleanliness in the classroom, teaches students to observe School Hygiene;

Is **polite**, does not shout at lessons and does not use obscene expressions;

Is **hardworking**, does not spare time for extraneous work and conversations in lessons, explains and teaches in detail and comprehensively.

When summarizing the results of the questionnaire, it should be noted that interesting data were obtained from the point of view of our study on the third criterion determining the personal qualities of a music teacher. Approximately 85% of the secondary school students participated in the Survey Number 1 give the first place for the quality of fairness. Insistence is in the second place.

Knowledge of the subject – in third place. The place in the first ten is occupied by the moral qualities of the teacher – kindness, trust in students, tactfulness, patience, modesty, simplicity, care, discipline, moral purity.

After conducting the survey, the results on all three criteria (cognitive, practical and personality-oriented) were summed up.

In the process of the determining experiment it was determined that the indicator of professional and positive personal qualities of the teacher is important for all age groups ranging from younger age groups to higher education level. But despite this, the students preferred the professional knowledge and performance qualities of the teacher. This result was extracted on the basis of a questionnaire survey of students. Students were questioned “in which teacher would you like to study?”, then these two options offered to them, a) a teacher with a high level of professionalism, but without a positive personal quality, and b) a teacher with positive personal qualities, but not sufficiently professional and they chose the first one. Choosing the first option, the students proved that in order to obtain quality knowledge, they are ready to leave aside their personal antipathy towards the teacher and endure it, despite their negative personal qualities. But pupils prefer the teachers with good personal qualities.

2.2. It is devoted to” the II Main – forming experiment (2014-2016) and the III-verification period (2016-2017)”.

The forming experiment began in the 2014 academic year and ended in 2016.

Lectures, seminars , practical verification lessons were held by the author himself and inspections-surveys, exams, questionnaires by

the participation of teachers of “Music and Methods of its Teaching” of ASPU and the Department of “Methods and Special Pedagogical Training” of Baku Music Academy named after Hajibeyli.

Taking into account the mentioned shortcomings at the end of the defining experiment, the main tasks of the forming experiment were the following:

- to teach the student in the interaction of deep knowledge, practical experience and positive personal qualities;
- to create conditions for achieving wide educational erudition;
- to develop professional reflexive ability ensuring optimal decisions;
- self-control regardless of the situation that has arisen unexpectedly;
- teaching self-control;
- to create a formative organizational cultural spiritual and moral existence of students.

At the beginning of the academic year (2014-2015), the first audit was conducted on the verification of complex pedagogical training of students participating in the formative experiment. Three main criteria (knowledge, practical and personality) were checked and general conclusions were drawn

Let's sum up the first verification of the formation phase of practical-experimental work:

- the results of the decisive experiment on the first criterion-high;

After the first audit of the forming experiment, the author began to introduce a complex teaching methodology for students majoring in music teaching. First of all, all students were divided into experimental and control groups. The experimental group included students who passed the course “Teaching Methods of Music” of ASPU, “Teaching Methods of Specialty Subject” of the BMA and pedagogical training. The control group included students of Nakhchivan State University and Music Faculty of Azerbaijan State University of Culture and Arts.

The complex preparation process was carried out in lectures, seminars and practical trainings.

In the process of formative experimentation, special methods were introduced that stimulate the upbringing of positive personal qualities in students.

- The method by the student during a music lesson to track his own professional mistakes.

- A method of stimulating the personal qualities of students with the help of special sample classes.

- A method of stimulating the student's Freedom, Responsibility and activity through overcoming pedagogical difficulties.

- Collation-comparison of various variants of pedagogical behavior and subsequent methods of their independent analysis and solution.

- A method of stimulating interest in the study of the personality of the student in order to get acquainted with the student in detail and more thoroughly.

- Method of independent assessment of the results obtained.

Experience shows that the above-mentioned methodological techniques do not arise suddenly in students the ability to think freely, and choose one or another version of pedagogical behavior and actions based on the decision made, it is formed in the process of purposeful work with the help of specific methods, and if these methods are taken in a complex, it can form the necessary personal positive professional qualities in students.

At the end of the academic year (2014-2015), a second audit was conducted on the verification of the level of complex pedagogical training of students participating in the formation experiment. Three main criteria were checked: knowledge, practical and personality-oriented. All the achieved results were summarized.

At the end of the 2015-2016 academic year, the third audit was held to check the level of complex musical-pedagogical training of the students. As before, three main criteria were evaluated: knowledge, practical and personality-oriented. Overall conclusions were drawn based on all obtained answers.

So, let's sum up the second audit of the formation phase of the practical-experimental work:

- Results of the second test of the forming experiment on the first criterion-high scores in experimental and control groups:

- Results on the second criterion-high in the experimental group and average in the control group:

– Results on the third criterion-high in the experimental group, low in the control group.

The obtained results confirm a significant increase in the positive personal qualities of students and their practical activities and the effectiveness of a special complex methodology for professional training of students applied by the author of the study as a whole.

The III – verification period of the experiment covers 2016-2017. The last third stage of practical-experimental work began in the 2016 academic year and continued in the 2017 academic year. Two inspections were carried out: at the beginning and at the end of the academic year. The third verification stage of practical-experimental work was carried out on the basis of the National Conservatory.

The purpose of the testing experiment was to fully (repeatedly) check the results obtained during the forming experiment, as well as to confirm the effectiveness of complex teaching methods in the conditions of other higher educational institutions. Before the audit experiment, the applicant introduced the teachers of the experimental group to students with the essence and content of the complex teaching methodology.

The applicant observed and checked the entire stage of the practical-experimental work. He participated in open lessons with the students of the National Conservatory and, observing the course of the experiment, compiled a diary about it. Each teacher participating in the experiment conducted several open classes with his students included in the experimental group.

During these classes, students were teaching pupils under the supervision of a consultant teacher.

During the academic year, two inspections were carried out. In these inspections, data obtained during the non-layered experiment were checked, recorded and compared.

After the completion of the lecture course and practical individual lessons, all three criteria of professional musical-pedagogical training of students were checked on the following parameters:

1. The ability to determine the individuality of the student.
2. The ability to instill in him enthusiasm for music lessons.
3. The ability to teach musical knowledge in a creative and interesting way.
4. The ability to activate freedom and self-critical approach in the student.
5. Ability to interact with the student.
6. The student's ability to collaborate with parents in order to jointly influence the overall musical education and teaching process.

At the end of the testing experiment, with the help of testing cognitive, practical and personal criteria, the level of musical-pedagogical training of students was re-checked, and the results confirm the significant difference between the indicators of the first and second inspections:

At the same time, it should be noted that the indicators on the third personal Criterion have almost doubled.

During the 2016-2017 academic year alone, indicators on all three criteria increased, which, as a whole, is due to the introduction of a special complex methodology aimed at the interaction of professional and personal qualities of students.

In general, the results of the audit conducted after the formative experiment reaffirmed the scientific and practical validity of the complex methodology for special professional musical and pedagogical training of students developed by the author.

The results obtained in the entire practical-experimental process of work, presented clearly in ten tables and six graphs, confirm the scientific and practical significance of the conducted research. The results once again emphasize the scientific hypothesis of the present study on the need for a complex approach built on the interaction of professional and personal qualities in the professional training of students studying in the specialty music teacher.

At the end of the dissertation, **conclusions** are given. Based on the obtained scientific-theoretical (in the first chapter) and practical (in the second chapter) data, the final results of the entire scientific study are summarized. They are based on the important provisions given at the end of all paragraphs of the dissertation. The problem of the interaction of personal and professional qualities in the activities of a music teacher is of great importance from the point of view of the criteria and requirements of modern education. At present, the world educational space is developing rapidly, training and education systems are being intensively improved in search of more effective and efficient technologies. As a result, the role, functional significance and responsibility of the pedagogical profession in solving these urgent and complex issues increase.

As we know, one of the most complex areas of human activity is pedagogical work. The teaching profession is such an area that requires the acquisition of certain experience in theoretical and practical knowledge, skills and abilities. Pedagogical talent is a complex of personal qualities and rules of high pedagogical culture and ethics.

All these qualities mentioned above should be formed in students during the process of teaching in psychology and pedagogy in higher education institutions.

These facts confirm that it is necessary that graduates of the faculties studying in the specialty of music teacher have a special personal quality. Having a special personal quality, they will be able to ensure their professional activity in the future.

- Activation and enhancement of students ' practical activities;
- Revealing and educating the positive (personal) qualities required by the students ' professional activity, applying these qualities in the process of work.

Musical-pedagogical activity is complex and multifaceted complex. The necessary professional and positive personal qualities within it actively integrate with each other and create favourable conditions for the full unification of these processes. Professional training of a music teacher also involves the integration of universal knowledge, skills and abilities. These include pedagogical, musical

(performing, theoretical, historical), psychological, artistic, communicative and others. Let's first see the most important of them.

The interaction of musical (theoretical, historical and performing) and psychological-pedagogical knowledge is the main indicator of musical-pedagogical professionalism. One of the necessary qualities of the musical-pedagogical profession is tolerance. Tolerance occupies the most leading and important place among the personal-professional qualities of a music teacher. At the present time, scientists emphasize tolerance as one of the most positive qualities of the human personality.

One of the professional qualities of a music teacher is artistry. The real pedagogical artistry is the mastery gained in the course of great work experience, the basis of which is professionalism and technique.

Thus, when we say the professional qualities of a music teacher, both musical, pedagogical and psychological knowledge are concentrated within it. All this knowledge is acquired in the educational process and the student acquires special thinking, methods of activity. Among them, the following can be noted: achieving harmonious unity of music and pedagogical activity, mastering the methodology of the subject, psychological readiness, general erudition, broad circle of cultural views, pedagogical mastery, mastering pedagogical labour technologies, organizational skills, pedagogical decency and ingenuity, sociability, tolerance, pedagogical artistry, the art of oratory, etc.

The pedagogical qualities of the teacher are inseparable from his personal qualities. In other words, human qualities are of professional importance and create a favourable basis in the educational process. Along with these qualities, scientists note the following: humanity, patience, restraint, kindness, generosity, honesty, responsibility, objectivity, respect for people, high spirituality, optimism, emotional balance, sociability, interest in the life of students, kindness, self-criticism, sincerity, restraint, patriotism, piety, Principality, care, sensitivity, emotional culture, etc. This combination creates a complex of professional and personal activities of a music teacher.

In other words, complex methodology performs three main functions: these are the functions of education, upbringing and development. The main issue here is the proper management of the process. Professional-personal qualities of future music teachers can be evaluated on three criteria:

Cognitive criterion is a sign showing quantitative and qualitative effectiveness of the educational process. This sign, taken as a basis, sums up the expansion of knowledge within itself as the real volume of knowledge in solving theoretical and practical issues the actualization of knowledge in solving new situations (in comparison with the initial level), the application of knowledge in practical activities (in comparison with the initial level).

Practical criterion-sets the formation of the cognitive process, assessment of practical (musical-pedagogical) skills, the scope of skills, mastering the theoretical basis of skills, integration (complexity), stability and firmness, alertness and flexibility (to new situations).

Personal criterion-through education allows you to assess the developing character of the student, his intellectual and moral progress, the personal essence of the knowledge received, satisfaction with education, communication with other students and colleagues, reflex predisposition, self-development and self-education.

Thus, the content of the complex methodology of musical-pedagogical training of students forms two important components: professional and personal positive qualities. Each of them contains special indicators. These indicators are constantly in dialectical and harmonious development. They form a single, complete professional-personal complex.

The experimental work was conducted in three stages. In each of these stages, a certain type of experiment was applied: the first stage, passing from 2012 to 2014, was of a defining nature. The second stage - the years of 2014-2016 was forming. The third stage held during 2016-2017 was control-correlation. The obtained results confirm the scientific and practical significance of the research work, emphasize the persuasiveness and validity of the scientific

hypothesis put forward, reveal the need for a complex methodology based on the interaction of professional and personal pedagogical training of students studying in the specialty of music teacher.

Thus, the results of the practical and experimental work show that the complex methodology of education confirmed its methodological importance by activating the integration of professional and personal training of students studying music education and passing theoretical and practical approbation. The results of the practical-experimental work are reflected in 10 tables and six graphic illustrations, fully confirming the appropriateness and necessity of the scientific provisions put forward by the author – complex methodology in the education of students. The final results of the practical-experimental work give grounds to confirm that the complex methodology of education can be fully implemented in the training and education of students studying in the specialty music-teaching.

Once again, we note that the results of the dissertation research are a multi-dimensional process for Theoretical and practical analysis, study and testing of a complex of positive personal and professional qualities of a music teacher, which makes it possible to improve the general musical and pedagogical training of students. The methodological system developed by the author has a positive effect on the process of musical-pedagogical communication and mutual understanding. The formation of professional and personal qualities at a high level allows the music teacher to successfully solve the problems of training and education of schoolchildren. The significance of the study lies in the fact that the nature and dynamics of the formation of a complex of professional personal qualities and characteristics inherent in music teachers are revealed. A special methodological system is proposed aimed at improving the professional training of students in the specialty music teacher.

According to the content of the dissertation, the following works of the author were published:

1. Исмаилова, К.Г. Проблема взаимодействия профессиональных и личных качеств в деятельности учителя

музыки // – Горно-Алтайск: «Мир науки, культуры, образования», – 2017. № 2 (63), – с. 228-230.

2. Исмаилова, К.Г. Артистизм как необходимое качество музыкально-педагогической профессии // Сборник научных трудов по материалам IV Международной научно-практической конференции «Формирование и развитие научных знаний студентов и школьников с опорой на комплексный системный подход», – Горно-Алтайск: – 13-15 июля, – 2017, – с. 122-126.

3. İsmayılova, K.Q. Tələbələrin musiqi-pedaqoji təhsilində humanizm ənənələri // Türkoşylu xalqların musiqi mədəniyyətinin tədqiqi problemləri. XVII Beynəlxalq elmi-praktik konfransın materialları, – Bakı: – 2018, – s.176-178.

4. İsmayılova, K.Q. Ali musiqi-pedaqoji təhsil sisteminin səciyyəvi xüsusiyyətləri // – Bakı: HARMONY международный культурологический журнал, – 2018. № 17, – с. 1-4.

5. İsmayılova, K.Q. Müasir tələbələrin musiqi-pedaqoji hazırlığının təhlili // –Bakı: “Konservatoriya” elmi jurnal, – 2018. № 1 (39), – s.53-56.

6. İsmayılova, K.Q. Tolerantlıq – musiqili pedaqoji sənətin zəruri cəhəti kimi // – Bakı: Musiqi dünyası, – 2018. № 1 (74), – s. 56-58.

7. İsmayılova, K.Q. Musiqi müəlliminin fəaliyyətində peşə və şəxsi keyfiyyətlərin birliyi // Doktorantların və gənc tədqiqatçıların XXII Respublika elmi konfransının materialları, – Bakı: ADPU nəşriyyatı, – 2019. – s. 324-326.

8. İsmayılova, K.Q. Tələbələrin peşə və şəxsi keyfiyyətlərinin formalaşması problemi // – Bakı: Musiqi elmi, mədəniyyəti və təhsilinin aktual problemləri, – 2020. № 1 (8), – s. 32-37.

9. İsmayılova, K.Q. Musiqi müəlliminin pedaqoji fəaliyyətində artistizm keyfiyyəti // – Bakı: Musiqi elmi, mədəniyyəti və təhsilinin aktual problemləri, – 2021. №1 (9), – s. 20-25.

10. İsmayılova, K.Q. Tələbələrin professional musiqi-pedaqoji peşə hazırlığının əsas göstəriciləri // – Bakı: Mədəniyyət/Culture, – 2021. №2, mart-aprel (336), -s.90 -91.

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