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TECHNOLOGIES FOR USING SOFT SKILLS IN DEVELOPING TOLERANT THINKING IN FUTURE TEACHERS

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Abstract:

This article is devoted to the problem of development of professional knowledge and skills of teachers music.

Keywords: Music art, creative means, art, enlightenment, song, melody, method, facilities

Annotatsiya:

Mazkur maqolada musiqa o‘qituvchilari kasbiy malakalarini oshirishga doir fikr va mulohazalar yuritilgan.

Kalit so‘zlar: musiqa san’ati, badiiy vositalar, ijodkorlik, ma’naviy, qo‘shiq, kuy, uslub, vosita.

Аннотация:

Данная статья посвящена проблеме развития профессиональных знаний и умений учителей музыки.

Ключевые слова: музыкальное искусство, творческие средства, творчество, просвещение, песня, мелодия, метод, средство.

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INTRODUCTION

In the global context, the research directions of modern pedagogy are evolving, and the need to improve systems for developing soft skills—such as creativity, communication abilities, teamwork, determination, and critical thinking—is steadily increasing. In particular, the development of universal competencies based on life skills, along with the formation of professional expertise in future specialists, and the cultivation of a mindset grounded in tolerance, resilience, endurance, and openness, is becoming increasingly relevant. In this regard, there is a growing need to develop a tolerant mindset in future music teachers based on essential life skills required for working with individuals from diverse cultures, beliefs, perspectives, and traditions in their professional activities. Therefore, special attention is being paid to organizing foreign education on the basis of soft skills and, through this, improving the quality of education while fostering creativity and a tolerant environment.

In leading scientific research institutes and international centers around the world, numerous studies are being conducted on developing universal competencies through soft skills. These studies aim to enhance the qualities of future educators, such as creativity, sociability, composure, emotional stability, adaptability to various situations, self-control, and the ability to manage their actions appropriately. In particular, special attention is given to research focused on developing technologies for utilizing soft skills in fostering a tolerant mindset among future music teachers. These studies conclude that a creative approach to teaching, collaborative pedagogy, and the quality and effectiveness of foreign language instruction are closely interconnected. Therefore, the development of a tolerant mindset in future teachers is considered a priority.

In the New Uzbekistan, improving the system of teaching music, developing not only professional competence but also life skills in future teachers, and creating a system aimed at fostering creativity, teamwork, determination, and critical thinking are among the urgent tasks facing us. In this direction, it is also essential

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to gradually align national qualification requirements with international standards. To achieve this, at a time when new educational programs in higher education are being designed in accordance with global standards, it is necessary to introduce clear mechanisms for developing soft skills among future specialists. From this perspective, it is becoming increasingly important to develop a list of universal competencies in the higher education system of our country, taking into account local conditions and national mentality; to clearly define their dominant characteristics; to adapt soft skills to local contexts; to develop methodologies for interpreting them through the prism of national pedagogical categories; and to systematize their core and auxiliary components.¹

This dissertation research contributes, to a certain extent, to the implementation of the tasks outlined in a number of нормативно-правовых documents of the Republic of Uzbekistan, including the Presidential Decrees: No. PF-60 dated January 28, 2022, “On the Development Strategy of New Uzbekistan for 2022–2026”; No. PF-5847 dated October 8, 2019, “On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030”; No. PF-6108 dated November 6, 2020, “On Measures for the Further Development of Education and Science in the New Period of Uzbekistan’s Development”; No. PF-6079 dated October 5, 2020, “On Approval of the ‘Digital Uzbekistan – 2030’ Strategy and Measures for Its Effective Implementation”; as well as Resolution No. PQ-42 dated December 10, 2021, “On Measures for the Radical Improvement of the System of Training Engineering Personnel for Economic Sectors Based on Innovation and Digitalization”; Resolution No. PQ-4851 dated October 6, 2020, “On Measures to Further Improve the Education System in the Field of Information Technologies, Develop Scientific Research, and Integrate Them with the IT Industry,” along with other regulatory legal documents.

¹ Xodjakulov Baxodir Xudaykulovich, Pazliyev O‘rolbek Zuhritdin o‘g‘li. ARAM ILICH XACHATURYAN IIJODI HAMDA UNING MUSIQIY MEROSINING BUGUNGI KUNDAGI AHAMIYATI. *JELSI* 2024, 2, 218-224.

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In Uzbekistan, the issues of creating a system for developing learners' life and adaptive skills within the framework of continuous education through the use of innovative educational technologies in a modernized educational process, as well as the development of professional competencies among students, have been studied by researchers such as R. Jurayev, K. Riskulova, Kh. Mamatkulov, O. Musurmonova, Sh. Sharipov, D. Sharipova, G. Akramova, D. Samatov, G. Kushakova, M. Yakubbayev, and N. Gafurova.²

Among scholars from the Commonwealth of Independent States (CIS), including N. Vukh, J. Muradov, D. A. Netunaev, S. S. Magdieva, S. I. Gorshkov, S. S. Vladimirova, O. V. Akulov, I. L. Bim, N. I. Gimpel, S. A. Yezov, I. A. Zimnyaya, I. N. Zotov, D. I. Izarenkov, V. F. Remizov, V. V. Safonov, G. K. Selevko, N. V. Solomin, V. I. Teslenko, A. V. Khutorskoy, A. N. Shukin, L. E. Ageev, Ye. E. Sartakov, O. Kurtev, C. V. Svetnitskaya, and Ye. A. Bistrov, the problems of forming and developing communication skills in the process of professional training of music teachers have been explored. Additionally, the pedagogical and psychological foundations of pedagogical tolerance and its development have been investigated.³

The issue of developing students' soft skills in music lessons has also been examined by a number of researchers. In particular, the studies of P. Osipov, E. Korotkikh, and M. Vasiljenko are of special significance.

Among foreign scholars, the importance of tolerance in the educational process and the theoretical foundations of the concept of tolerance have been explored to varying degrees in studies examining international experience in developing the professional readiness of music teachers for instructional activity. This is

² Конурова Лейла Руслановна. ВОЗМОЖНОСТИ ПРИМЕНЕНИЯ ТАНЦЕВАЛЬНО-ДВИГАТЕЛЬНОЙ ТЕРАПИИ В ДЕТСКОМ САДУ. (2026). *ZAMONAVIY TARAQQIYOT VA FAN: 21-ASR YONDASHUVLARI*, 3(1), 38-44. <https://journalss.org/index.php/zam/article/view/14859>

³ Xodjakulov Baxodir Xudaykulovich, & Sheraliyeva Jasmina Erkin qizi. (2025). BOLALARDA MUSIQAVIY KO'NIKIMA VA QOBILİYATLARNING SHAKLLANISHI . *Ta'lim Innovatsiyasi Va Integratsiyasi*, 43(1), 136-139. <https://scientific-jl.com/tal/article/view/8255>

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reflected in the works of N. Chomsky, D. Hymes, M. Canale, M. Swain, C. R. Berger, S. Savignon, C. Leung, J. C. Richards, and R. M. Gabriele.⁴

Researchers such as B. Schulz, P. Padhi, S. Majid, and H. Wahl have also emphasized the necessity of forming soft skills alongside academic knowledge in students during the educational process.

Although tolerance and soft skills have been widely studied by both international and national scholars, the issue of developing a tolerant mindset in future music teachers based on soft skills has not been fully explored. This creates the need to examine the topic from a monographic perspective. Based on the integration of soft skills with the principles of tolerance, the didactic features of pedagogical tolerance—as a specific form of modern pedagogy (including respect for others' opinions, patience toward low-achieving students, pragmatic action, and a clear professional position)—are revealed.

Furthermore, the didactic components (guiding toward goodness, developmental, and stabilizing) of developing a tolerant mindset in future music teachers based on soft skills are clarified through the application of elements of tolerance in the educational environment, such as interethnic harmony, religious tolerance, and intercultural cooperation.

A model for developing a tolerant mindset in future music teachers based on soft skills is also improved by identifying its structural components: motivational-informational, diagnostic-corrective, guiding, defining, generalizing, and clarifying elements.

The stages of developing tolerance abilities through soft skills are systematized on the basis of fostering and strengthening tolerant qualities. This includes creating harmony among students in collective activities such as forum theater, ensembles, choirs, and orchestras; managing conflicts; and valuing each participant's contribution. These processes are supported by technologies that

⁴ Konurova Leyla Ruslanovna. (2025). Psychological aspects of developing creative abilities in children through the integration of music therapy and modern pedagogical technologies. *European International Journal of Pedagogics*, 5(03), 72–75. <https://doi.org/10.55640/eijp-05-03-19>

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enable the implementation of a communication system within the educational process, grounded in pedagogical opportunities such as cultural diversity, multiculturalism, freedom of conscience, and diversity of opinions.

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