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ANALYSIS OF THE INITIAL STAGE OF EXPERIMENTAL WORK ON DEVELOPING METHODOLOGICAL COMPETENCE OF FUTURE MUSIC TEACHERS

***Abstract.** This article analyzes the initial (diagnostic) stage of experimental work aimed at developing the methodological competence of future music teachers. The research was conducted among 2nd–3rd year students majoring in music education at a higher education institution, who were divided into experimental and control groups. At this stage, a comprehensive diagnostic approach was applied using questionnaires, tests, practical tasks, observation, and interviews. The findings indicate that both groups demonstrated similar levels of methodological competence, predominantly at an intermediate level. The results of this stage serve as a scientific basis for organizing the subsequent formative phase of the experiment.*

***Keywords.** methodological competence, music education, future teacher, experimental work, diagnostic stage, pedagogical technologies, motivational component, cognitive component, practical skills, reflection, educational effectiveness, methodological training.*

In the modern education system, the development of teachers' professional competence is recognized as one of the priority areas. Particularly in music education, a teacher's methodological preparedness is a key factor determining professional success. Therefore, the formation and development of methodological competence in future music teachers has become an important focus of scientific and pedagogical research.

Within the framework of this study, experimental work was organized, and its initial (diagnostic) stage was conducted among 2nd–3rd year students of the music education program at Kokand State University. The main objective of this stage was to determine the current level of students' methodological competence and to establish a scientific basis for the subsequent formative stage.

The experimental work was organized based on the fundamental principles of pedagogical research methodology, including systematicity, objectivity, consistency, and scientific validity.

The object of the research was the process of music education in higher education, while the subjects were future music teachers—students of the 2nd and 3rd years.

At the initial stage, methodological competence was examined through the following components:

-motivational,

- cognitive,
- practical,
- reflective.

A specially designed questionnaire and diagnostic tools based on these components served as the primary empirical sources of the study.

A total of 60 students participated in the initial stage of the experiment. They were randomly divided into two groups:

Experimental group — 30 students

Control group — 30 students

Special attention was given to ensuring that both groups had similar initial levels of knowledge, academic performance, and overall preparedness.

The following research methods were applied:

- a) a questionnaire consisting of 20 questions;
- b) tests;
- c) practical assignments;
- d) observation and interviews.

The primary focus was placed on analyzing the questionnaire results.

Based on the questionnaire results, each student's total score was calculated, with the maximum possible score being 100.

Table 1

Levels of Methodological Competence (Initial Stage)

Level	Experimental Group (n=30)	Control Group (n=30)
High	6 (20%)	5 (17%)
Medium	16 (53%)	17 (57%)
Low	8 (27%)	8 (26%)

The results indicate that both groups demonstrated similar indicators, confirming the equivalence of their initial levels.

Table 2

Average Scores

Group	Average Score
Experimental Group	62.4
Control Group	61.8

The difference between the average scores is minimal (0.6 points) and statistically insignificant, indicating no substantial disparity between the groups.

The findings show that the motivational component has the highest scores in both groups, indicating a strong interest in the teaching profession among students.

Table 3

Component-Based Analysis

Component	Experimental Group	Control Group
Motivational	3.8	3.7
Cognitive	3.1	3.0
Practical	2.9	2.8
Reflective	3.0	2.9

However, the practical and reflective components show relatively lower scores, suggesting difficulties in applying methodological knowledge in practice and in self-analysis.

The obtained results allow the following conclusions:

First, the overall level of methodological competence among future music teachers is at an intermediate level, indicating the need to enhance methodological training.

Second, no significant differences were observed between the experimental and control groups, ensuring objectivity in further comparative analysis.

Third, the relatively low levels of practical and reflective components highlight the necessity of implementing effective technologies for developing methodological competence. Based on the diagnostic results, the following problems were identified:

- insufficient application of methodological knowledge in practice;
- difficulties in using interactive teaching methods;
- underdeveloped reflective skills.

At the same time, the following needs were identified:

- mastering modern pedagogical technologies;
- increasing the number of practical sessions;
- organizing methodological training programs.

The significance of this stage lies in:

- a) establishing an empirical foundation for the research;
- b) identifying the level of methodological competence;
- c) determining directions for further development.

Moreover, the results of this stage serve as a benchmark for evaluating the effectiveness of the formative phase.

In conclusion, the initial stage of experimental work conducted among students of Kokand State University made it possible to determine the actual level of methodological competence of future music teachers.

The findings indicate that most students demonstrate a medium level of competence, with particular need for improvement in practical and reflective skills.

Importantly, both experimental and control groups showed nearly identical results at the initial stage. This ensures an objective evaluation of the effectiveness of pedagogical technologies to be implemented in the formative stage.

Thus, the initial stage provides a scientifically grounded basis and essential empirical data for developing technologies aimed at enhancing methodological competence.

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