

Mechanisms for developing independent educational activities in music education in higher pedagogical education institutions

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Abstract: This article analyzes the theoretical and methodological foundations of the development of independent educational activities of students in the process of music education in higher pedagogical educational institutions. The study covers the pedagogical mechanisms of organizing independent study, creative research and practical activities in the process of music education. It also substantiates the importance of using innovative pedagogical technologies, interactive methods, digital educational resources and creative tasks in the effective organization of independent education. The article reveals the role of independent educational activities in developing students' professional competence, improving their performing skills and forming their musical thinking.

Keywords: music education, pedagogical mechanisms, innovative technologies, interactive methods, creative activity, musical competence, digital educational resources

Introduction

Today's globalization and informatization processes require the introduction of new approaches at all stages of the education system. Especially in the process of training future teachers in higher pedagogical educational institutions, the development of students' independent educational activities is one of the important pedagogical tasks. In the modern concept of education, the principles of a person-oriented approach, the formation of creative thinking, self-development and lifelong learning are gaining priority. From this point of view, the effective organization of independent educational activities in the process of music education is an important factor in the development of students' professional competence.

Music education differs from other areas of education in its artistic and aesthetic content, creative character and orientation to practical activity. Acquiring musical knowledge requires not only the mastery of theoretical knowledge, but also the development of performing skills, hearing, musical thinking and aesthetic taste. In the process of forming such complex skills and qualifications, the student's independent educational activities are of particular importance. Because musical performance, compositional thinking and analytical musical perception are largely formed through the student's independent work on himself, research and creative activity. The organization of independent educational activities in the process of music education in higher pedagogical educational institutions is important not only for deepening the knowledge of students, but also for developing their creative potential, strengthening their professional competence and preparing them for pedagogical activity. Through the independent educational process, the student acquires the skills to independently enrich his knowledge, search for new information, analyze, independently study and perform musical works. This, in turn, forms important competencies such as research, reflection, creative thinking and self-management in students. Modern pedagogical approaches require the organization of an educational process based on the student's activity. If in the traditional educational model the student is more represented as a subject receiving ready-made knowledge, in the modern competency-based approach he becomes an active participant in the educational process. Therefore, the development of independent learning activities in music education serves to solve important

pedagogical tasks such as the formation of the student's personal learning strategies, self-control, and the application of knowledge in practical activities.

The development of mechanisms for the development of independent educational activities in the music education system and their implementation in practice is one of the urgent issues today. Because the professional training of future music teachers is closely related not only to classroom lessons, but also to the independent educational and creative activities of students. Through independent educational activities, students have the opportunity to analyze musical works, work on the repertoire, learn new pedagogical methods, use digital educational resources, and create their own creative projects. At the same time, the widespread introduction of digital technologies and innovative pedagogical methods into the educational process is creating new opportunities for organizing independent educational activities. Electronic educational platforms, multimedia resources, online music libraries, and interactive learning tools are helping to more effectively organize the process of independent learning of students. In such conditions, organizing students' independent educational activities on a scientific basis, developing its effective mechanisms, and integrating it into the pedagogical process is of great scientific and practical importance. The study of the mechanisms for developing independent learning activities in music education in higher pedagogical educational institutions, the analysis of its pedagogical foundations, and the identification of effective methods and tools determine the relevance of this research. This article scientifically covers the theoretical foundations of the development of independent learning activities of students in the process of music education, pedagogical mechanisms, and ways of their effective organization.

Determining the methodological foundations of the formation and development of independent learning activities in music education requires, first of all, a deep analysis of the nature of this process. The independent learning process is the student's activity of acquiring his own knowledge, skills, and competencies without the direct assistance of a teacher, but in a didactically correctly directed manner. This activity requires specific methodological approaches in the context of music education, since in this area knowledge is formed not only theoretically, but also practically, emotionally, and aesthetically. The research methodology is based on a person-centered approach, activity-based learning, constructivist didactics, and the principle of creative mastery. These approaches serve to develop students' competencies such as self-awareness, independent formation of their own knowledge and means of musical expression, and critical approach to the studied material.

Methods such as pedagogical diagnostics, monitoring, observation, portfolio-based assessment, and experimental analysis were chosen as methodological foundations. These methods allow for the measurement, analysis, and evaluation of students' independent activities within the framework of music disciplines. In particular, in practical classes, independent performance analysis, observation, and qualitative analytical approaches in the process of creating one's own composition or interpreting works will have a methodological basis.

Among the methodological approaches, interactive teaching technologies (for example: "Case-study", "Brainstorming", "Portfolio", "Musical diary", "Flipped learning") are of particular importance. These technologies allow for independent study of musical material, its analysis, deep understanding, and enrichment with one's own creative thinking. For example, "Musical diary" - a student writes down his thoughts about the works he is studying independently every day, which forms emotional reflection and deepens musical thinking. At the same time, the methodology analyzed the use of digital technologies, in particular, music learning applications, online lesson platforms, audiovisual resources, and interactive notation programs. They act as a means of strengthening independent learning and allow students to learn at their own pace, in accordance with their personal needs. In general, the research methodology includes a combination of theoretical and

practical approaches that serve to systematically, consistently, and gradually study the process of independent learning in music education. This is manifested as a key factor in ensuring the internal activity, intellectual and creative development of the student in music education.

Literature analysis:

Theoretical and practical research on the formation and development of independent learning activities in music education has been widely covered in the pedagogical, psychological and music-educational research of many scientists. According to the results of the analysis, the methodological foundations of independent learning, pedagogical conditions, the content of educational materials and the psychological preparation of students are considered important factors determining its effectiveness.

In the 21st century, T.V.Alekseeva, O.G.Radionova[7; 336], I.A.Zimnyaya[8; 64], G.K.Selevko[4; 256], didactic approaches to independent learning have been developed by modern educators, such as A.Azamov[1; 180], Z.Mamarasulova[3; 154], M.Jorayev[2; 48], R.Orinboyeva, who have demonstrated in their works the role, methodological aspects and effectiveness of independent learning activities in the national education system. In particular, the educational model based on the “competence approach” put forward by Azamov also serves as a flexible platform for music education.

In the literature related to the integration of digital technologies into education, in particular, E.Polat[5; 272], N.V.Matveeva[6; 198], S.A.Lavrentyeva have developed conceptual foundations for organizing independent learning using digital tools. These literatures highlight the practical possibilities of platforms such as Moodle, Google Classroom, Noteflight, MusicTheory.net as an important tool for increasing student activity in the process of musical learning. The analyzed literature serves to scientifically substantiate the theoretical foundations, didactic modeling, interactive methods and technological tools necessary for the development of independent learning activities in music education. Based on these sources, there is an opportunity to update the content of modern music education and organize activities aimed at self-development of students.

Discussion. Independent learning activity in music education is not only the independent acquisition of knowledge, but also an important factor in the formation of personal musical thinking, strengthening of a creative approach and the development of aesthetic taste. However, the effective organization of this process does not happen by itself, but is carried out by the teacher through a carefully planned methodological approach, psychological support and modern technological tools. During the discussion, it was determined that a set of several important conditions is necessary to increase the activity of independent learning.

First, the student must have internal motivation for independent learning and self-management competencies. In this case, the role of the teacher is not only as a provider of knowledge, but also as a guide, facilitator (creator of a favorable environment), and methodological consultant. By providing the student or pupil with musical works, performance styles and educational materials that can be studied on the basis of free choice, they are given the opportunity to form an individual educational trajectory.

Secondly, modern music education should be enriched with pedagogical technologies that serve independent learning activities. In particular, through the “Flipped learning” model, the student will have the opportunity to independently master theoretical materials outside of class, and discuss, analyze and improve his performance during practical training. In addition, the methods of “Peer-assessment” and “Self-reflection” teach the student to analyze his own activities, which serves creative musical growth.

Thirdly, experience shows that the correct selection and integration of digital tools is very important for the effective organization of independent learning. For example, through platforms such as Noteflight, MusicTheory.net, EarMaster, the student will have the opportunity to independently test and develop his musical hearing, rhythm and theoretical knowledge. Also, evaluating his own performance based on video analysis (*for example, recording and analyzing his own performance*) forms metacognitive thinking in the student.

Conclusion

The development of independent learning activities of students in the process of music education in higher pedagogical educational institutions is one of the important pedagogical tasks of the modern education system. As it was found out in the course of the research, the specific feature of music education - its creative, practical and aesthetic orientation - requires the systematic organization of independent activities of students. Because the in-depth acquisition of musical knowledge and skills is not limited to classroom lessons, but is further strengthened through the student's independent educational, creative and practical activities. The conducted analysis shows that the development of independent educational activities serves as an important factor in the formation of students' professional competence, the development of musical thinking, the improvement of performing skills, and their readiness for pedagogical activity. In the process of independent education, the student has the opportunity to independently enrich his knowledge, analyze musical works, conduct creative research, and master new methods and technologies. This serves to further improve the professional training of future music teachers.

Also, the use of innovative pedagogical technologies, interactive methods, digital educational resources, and creative tasks is of great importance in the effective organization of independent educational activities. This approach helps to form important competencies in students, such as self-management, independent thinking, problem solving, and a creative approach. In general, improving the mechanisms for developing independent learning activities in music education in higher pedagogical institutions on a scientific basis is of great importance in increasing the effectiveness of the educational process, strengthening the professional training of students, and preparing future music teachers for modern pedagogical activities. Therefore, further development of pedagogical mechanisms for organizing independent learning in music education, its enrichment with innovative approaches, and its widespread implementation in practice remain an urgent scientific and practical task.

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