

## KEY APPROACHES TO DEVELOPING TEACHING METHODOLOGY IN UNDERGRADUATE MUSIC EDUCATION

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**Abstract:** This article analyzes the methodological approaches applied in teaching music-theoretical subjects within undergraduate programs. The study is aimed at developing the professional, pedagogical, and creative activities of prospective music teachers, as well as shaping their methodological preparedness and aesthetic thinking. The article discusses methodologies, techniques, and professional practices that enhance teaching effectiveness, thereby facilitating the integration of theoretical and practical aspects of music education.

**Keywords:** music, education, upbringing, activity, professional activity, methodological training, approach, methodology, technique, pedagogy, aesthetic development

### Introduction

The process of training students in the undergraduate music education program is a complex pedagogical system aimed not only at imparting theoretical knowledge but also at harmoniously developing their creative, professional, and methodological potential. For a prospective music teacher, the process of methodological training becomes an integral part of personal and professional growth, as it integrates various layers of the musical-pedagogical process - including scientific, aesthetic, methodological, and psychological aspects.

A key approach in contemporary music education emphasizes not only the development of the student's individual creative abilities but also their familiarization with modern pedagogical and methodological practices. A prospective teacher should not be limited to mastering music theory and performance alone; they must also be able to analyze complex situations that arise during the learning process and apply their emotional, aesthetic, and intellectual skills in a balanced and integrated manner. Therefore, the process of methodological training serves as a strategic tool for shaping the student's pedagogical thinking and developing their professional identity.

Moreover, the process of music education is not limited to teaching professional knowledge alone; it also involves developing students' ability to conceptually understand music-pedagogical problems, analyze them from scientific, logical, and artistic perspectives, and cultivate reflective-dialogical thinking skills. Through this process, students become familiar with pedagogical reasoning mechanisms and learn how to apply them effectively in their professional practice.

Contemporary research indicates that the process of methodological training plays a decisive role in shaping the professional success and creative independence of prospective music teachers. It enables them not only to apply the knowledge gained during the learning process in practice but also to approach students' artistic and musical needs with responsibility and a commitment to their development. From this perspective, scientifically grounding methodological training and optimizing its implementation is one of the most pressing tasks in higher music education.

Moreover, updating and diversifying approaches in modern music pedagogy allows students to develop not only methodological knowledge but also personal and creative competencies. For example, modeling pedagogical situations, analyzing problem-based scenarios, and applying introspection and artistic inquiry methods during the teaching process enhance students' self-awareness and their ability to interact effectively with social and professional environments. In this way, methodological training serves not merely as a means of knowledge transmission but also as a tool for the professional formation of the prospective music teacher's personality and the consolidation of their professional identity.

#### Main Part

The knowledge and activity methods acquired during methodological training have a significant impact on reshaping the motivational and need-related sphere of prospective music teachers and contribute to the enhancement of their professional-methodological approach. Under this influence, future specialists are able to evaluate their professional and creative activities in schools from a broader context, gaining a deeper understanding of the interconnections between social needs, society, art, and the developmental principles of pedagogical realities. At the same time, they recognize personal responsibility for fostering and developing the creative potential of students while taking into account ethical and aesthetic values, as well as the artistic and musical needs of learners.

The axiological function of the present study lies in its ability to cultivate prospective music teachers' emotional-value attitudes toward research-oriented approaches within their professional and music-pedagogical practice. The experience accumulated during the research process plays a crucial role in developing the personal and professional competencies of future specialists: it involves focusing on investigative work consistently and diligently, sensitively perceiving new information and critically evaluating it, and demonstrating fair consideration of others' viewpoints. These qualities enrich prospective music teachers not only cognitively but also ethically and aesthetically, strengthening their overall professional and personal development.

Special pedagogical forms and tools play a significant role in developing these competencies in music performers and teachers. For instance, methods such as anticipating artistic and pedagogical situations, preparing course papers, and writing theses allow students to cultivate not only theoretical knowledge but also practical thinking and a creative approach. At the same time, the methodological training process is influenced by the teacher's personal example, as students draw inspiration from the pedagogical experience of their mentors and apply it in their own professional practice.

Overall, the axiological function of methodological training lies in aligning the personal and creative approaches of prospective music teachers with various aspects of music pedagogy theory and practice, fostering interest and motivation toward methodological activity, and developing their value orientations and needs. In this way, students are able to harmoniously integrate their professional and personal competencies, preparing them to provide high-quality music education to learners.

This study demonstrates that methodological training is an integral part of higher music education, essential for prospective teachers to master curricula and develop professional competencies. The effectiveness of this process relies on several fundamental approaches and

principles. One of the most important approaches is the systematic and accuracy-based approach, which aims to interconnect all elements of the learning process, ensure their functional dynamics, and harmonize pedagogical tasks.

This systematic approach manifests through the following aspects:

1. The interconnection of specialized courses and educational modules;
2. The integration of pedagogical, general scientific, and specialized scientific approaches;
3. The systematic relationships among elements within the research structure;
4. The consistency between theoretical and methodological foundations;
5. The unification of content and its acquisition process.

In this way, the systematic approach helps identify the necessary tools and methods for the personal and professional methodological training of prospective music teachers. In practice, methods such as methodological analysis, artistic and pedagogical exploratory exercises, course assignments, and practical sessions serve as effective means to develop students' creative potential. As a result, methodological training not only imparts theoretical knowledge but also enriches the prospective music teacher creatively and aesthetically, fostering independent and effective approaches in their professional activity.

The knowledge and activity methods acquired during methodological training play a crucial role in the development of the prospective music teacher's personal and professional-musical thinking. They enable students to master not only music theory and practical skills but also pedagogical thinking mechanisms, their constructive foundations, and emotional-aesthetic components. From this perspective, the ideas of both international and local scholars are highly significant in advancing the methodology of music education.

Zoltán Kodály proposed that students' musical thinking should be developed step by step, similar to the process of language learning. According to the Kodály approach, a music education system should be systematic and conceptual, and teaching children through musical expression and aesthetic perception enhances pedagogical effectiveness. At the same time, Lucy Green emphasizes that students' informal musical learning experiences - those acquired outside formal lessons - can be incorporated into methodological practices to strengthen creative approaches. This is particularly significant for enhancing the motivation and creative activity of prospective music teachers.

Research by Susan Hallam highlights the connection between musical psychology and the educational process. She argues that students' professional and methodological training should be organized taking psychological factors into account. Similarly, Émile Jaques-Dalcroze developed the eurhythmics method, which integrates music with physical movement, serving to develop students' sense of rhythm and creative expression. This approach fosters an organic connection between musical perception and pedagogical thinking.

Additionally, Satis N. Coleman emphasizes that applying music within a real-life and creative context helps shape students' aesthetic and social understanding. According to her, music education should not be limited to providing theoretical knowledge but should also aim at developing students' creative and professional potential. Similarly, local scholars Nurmatova and Matnazarov have demonstrated that interactive pedagogical approaches enhance the effectiveness of methodological training in music education and play a significant role in fostering students' creative thinking.

Based on these scientific perspectives, the methodological training of prospective music teachers involves not only the acquisition of theoretical knowledge but also the integration of creative, psychological, and aesthetic components. In this way, a pedagogical approach enriched by both international and local scholars' insights serves to develop future specialists not only methodologically but also personally and creatively.

During methodological training, tools such as modeling artistic and pedagogical situations, introspection, and the preparation of coursework and theses are employed. These methods allow students not only to master scientific and methodological knowledge but also to enhance their personal creative potential and apply pedagogical thinking mechanisms in practice. At the same time, they enrich the emotional-aesthetic and artistic competencies of prospective teachers and guide the application of methodological knowledge in practical contexts.

Another aspect of professional and methodological approaches is the student's ability to integrate theoretical knowledge with practical application. The prospective teacher not only assimilates the knowledge acquired during the learning process but also understands the artistic and musical needs of students and approaches their development with responsibility. From this perspective, methodological training plays a strategic role in the personal and professional development of future music teachers.

In terms of the activity-based approach, methodological tools aimed at developing the student's unique creative potential are employed. These are implemented through lectures, practical sessions, seminars, and independent work. As a result, the future teacher harmonizes professional, methodological, and creative competencies while developing emotional-value and aesthetic-intellectual attitudes.

Diversifying approaches in modern music education is essential. For example, modeling pedagogical situations, analyzing problem-based scenarios, employing introspection, and using artistic research methods enable students to develop self-awareness, creative independence, and a professional identity. In this way, methodological training serves not only as a tool but also as a strategic process for shaping the personality and professional competencies of prospective music teachers.

### Conclusion

The approaches presented in this article contribute to enriching the music-theoretical education process in a systematic, meaningful, and functional manner. Systematicity, clarity, effective activity organization, and an axiological approach emerge as essential tools for forming the methodological training of future music teachers. These approaches create opportunities for students to harmoniously develop theoretical knowledge, practical skills, and pedagogical thinking mechanisms, preparing them for creative and professional activity.

As a result of methodological training, prospective music teachers develop their professional identity, strengthen pedagogical and methodological approaches, and adapt to various music-pedagogical situations encountered in the learning process. Simultaneously, this process prepares them to work effectively in contemporary music-pedagogical practice, integrate personal and professional competencies, and apply aesthetic and ethical values in interaction with students.

Thus, the approaches presented in the article contribute not only to improving the quality of methodological training but also significantly enhance the creative, intellectual, and aesthetic

development of future music teachers. This, in turn, enriches their professional and personal competencies and fosters independent and creative thinking in the educational process.

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