

WAYS TO IMPROVE THE PEDAGOGICAL ACTIVITIES OF MUSIC EDUCATION STUDENTS

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Abstract: This article analyzes the theoretical and practical foundations for improving the pedagogical activities of students studying music education. It covers issues of developing the professional competence of future music teachers, forming creative and methodological approaches, applying modern pedagogical technologies, and effectively organizing the educational process based on interactive methods. Additionally, the article scientifically reveals the role of an individual approach, reflexive activity, the formation of metacognitive skills, and practical exercises in developing students' pedagogical activities.

Keywords: music education, pedagogical activity, interactive methods, metacognitive skills, reflection, creative approach, didactic process, practical exercises, integrative education

Introduction

In the context of today's globalization, digital transformation, and modernization of the education system, new pedagogical tasks are emerging for the field of music education. This is because music education not only provides students with musical knowledge but also performs important educational tasks such as shaping their aesthetic taste, developing their creative thinking, educating them in the spirit of respect for national and universal values, and expanding their artistic and emotional worldview. In this regard, the issue of improving the pedagogical activities of music education students is emerging as one of the current directions of modern pedagogical science.

In the personality of a music teacher, pedagogical knowledge, methodological training, performance skills, communicative culture, a creative approach, and the ability to exert educational influence must be formed in an organic unity. After all, a music lesson is not a simple educational process, but a process of aesthetic impact on the student's soul, developing a culture of listening, understanding, feeling, and creative expression of music. To effectively organize such complex and multifaceted activities, future music teachers must possess deep professional training, thorough methodological knowledge, and the ability to use modern pedagogical technologies.

In the modern educational process, alongside traditional teaching methods, interactive methods, innovative technologies, information and communication tools, an integrative approach, and the principles of competency-based education are widely used. This requires music education students to acquire not only performing or theoretical knowledge but also the ability to independently plan their pedagogical activities, creatively design the lesson process, take into account the age and individual characteristics of students, choose musical material didactically correctly, and establish effective communication with students. Therefore, ensuring the harmony of theoretical knowledge, practical skills, and personal-creative potential is of great importance in improving the pedagogical activities of future music teachers.

Improving the pedagogical activities of music education students is primarily directly linked to the development of their professional competence. Professional competence includes musical-theoretical knowledge, methodological training, performance skills, the ability to apply pedagogical technologies, and communicative and reflexive skills. In particular, a modern music teacher must be not only a conveyor of ready-made knowledge in their activities but also an organizer who shapes the musical-aesthetic worldview of students, encourages them to engage in creative search, and directs them toward independent thinking and artistic analysis.

The effectiveness of pedagogical activity in the process of music education largely depends on the student's level of creativity, methodological thinking, and reflexive approach. Because every music lesson requires a unique artistic and pedagogical environment. The content of the work used in the lesson, the melody, rhythm, image, performance style, and the possibilities of influencing the listener must be deeply understood by the teacher. A future music teacher must not limit themselves to performing or theoretically analyzing a musical work; they must also know how to convey its educational, aesthetic, and spiritual content to the student's consciousness. Pedagogical practice, independent study, creative assignments, open lessons, methodological analysis, and reflective conversations play an important role in improving the pedagogical activities of music education students. It is precisely in the process of practical activity that the student tests their theoretical knowledge in real pedagogical situations, learns to solve problems arising during the lesson, and acquires the culture of working with students. This strengthens their readiness for future professional activities.

Literature review

In recent years, the issue of improving music education and the pedagogical activities of future teachers has been studied based on a comprehensive approach in international scientific research. Research from this period primarily covers areas such as the competency-based approach, the integration of digital technologies, inclusive education, the creative approach, and reflective pedagogy.

Firstly, in modern research, special attention is paid to integrative and multimodal approaches in music education. In particular, a systematic analysis study conducted by Luis del Barrio and M. Eugènia Arús (2024) scientifically substantiates that the harmony of music and movement comprehensively supports the physical, cognitive, and emotional development of students. The research results show that such an approach requires the use of creative methods in the pedagogical activities of future music teachers.

Secondly, in recent years, the problem of developing the professional competence of music teachers has emerged as a distinct scientific direction. A study conducted by W. Lestari in 2026 found that pedagogical competence, methodological training, and the level of mastery of educational materials are key factors in the effectiveness of music education. At the same time, it is emphasized that it is necessary to regularly improve the qualifications of teachers, provide them with resources, and strengthen practical activities.

Thirdly, the role of innovative and digital technologies in music education is sharply increasing. Recent studies have noted the expansion of AI-based individual learning systems, automatic error detection, and the creation of adaptive learning materials. This requires future music teachers to possess digital-pedagogical competencies.

Fourth, new criteria for training music teachers are being developed in international political and legal documents and strategic studies. For example, a policy document developed by the European Association for Music Education (AEC) identifies digital literacy, inclusive pedagogy, and intercultural competencies as key requirements for a modern music teacher. This demonstrates the importance of global competencies in improving pedagogical activity.

Fifth, online and distance learning forms have also become an important object of research in music pedagogy. Systematic analyses conducted in 2022-2024 show opportunities for increasing the effectiveness of digital platforms, virtual lessons, and distance learning in music education. This process has radically changed the methodology of music education, especially in the post-pandemic period.

Also, in modern research, the reflexive and cooperative activities of music teachers (communities of practice) are recognized as an important factor. Research indicates that the process of mutual experience exchange and collaborative learning among teachers significantly enhances their pedagogical mastery.

In general, research in recent years shows that improving the pedagogical activities of music education students is carried out in the following main areas:

- development of a competency-based approach;
- integration of innovative and digital technologies;
- application of creative and integrative methods;
- establishing reflexive and collaborative pedagogical activities;
- Strengthening an inclusive and intercultural approach.

These trends serve as an important methodological basis for forming the pedagogical activities of future music teachers based on modern requirements.

Discussion. The issue of improving the pedagogical activities of music education students is of particular scientific and practical importance in the modern educational process. Because a music teacher is not only a specialist in music theory, performance, or vocal-choral skills, but also a teacher who shapes the aesthetic taste, artistic thinking, emotional sensitivity, and spiritual worldview of the student's personality. Therefore, in the process of training future music teachers, along with their theoretical knowledge, the development of pedagogical skills, methodological thinking, a creative approach, and reflexive activity plays an important role.

The analysis conducted within the framework of the research topic shows that improving the pedagogical activity of music education students is not a one-sided process. It occurs in combination with several factors. First of all, the formation of students' professional competence is manifested as one of the main criteria. Professional competence includes the theoretical knowledge of a music teacher, performance skills, methodological training, the ability to design a lesson, communicative culture, and an adaptive attitude toward pedagogical situations. Consequently, a music education student must develop in their future professional activities not only as a musical educator but also as an educator, organizer, guide, and creator of a creative environment.

During the discussion, it was established that the combination of theory and practice is of leading importance in the development of the pedagogical activities of music education students. Since a student cannot apply the knowledge gained during the educational process in a real lesson situation, it cannot be said that their pedagogical training is fully formed. Therefore, pedagogical

practice, open lessons, observation sessions, methodological analysis, the creation of lesson plans, and independent creative assignments are important tools for the professional development of a future music teacher. Particularly, the active involvement of students in the process of music lessons in secondary schools strengthens their skills in organizing lessons, communicating with students, conveying musical material clearly, and managing listening and performance activities.

The uniqueness of music lessons lies in the fact that the educational process is inextricably linked to emotional and artistic impact. The student not only hears the musical work, but also feels it, perceives it, understands it through images, and forms their own attitude. Therefore, a future music teacher must be able to harmoniously reveal the content, melody, rhythm, genre, historical and cultural source, and educational significance of a musical work during the lesson. This requires deep methodological preparation, artistic thinking, aesthetic sensitivity, and pedagogical skill from the student.

One of the important aspects within the scope of the article is that innovative pedagogical technologies play a special role in improving the pedagogical activities of music education students. The traditional approach based on explanation and repetition is not sufficiently effective today. In modern music education, the use of interactive methods, cluster, brainstorming, problem-based learning, project method, musical analysis, role-playing, creative improvisation, reflexive conversation, and group performance activities develops the pedagogical potential of students. Such methods not only provide knowledge but also form students' skills in independent thinking, creative inquiry, self-assessment, and pedagogical decision-making.

In particular, the use of interactive methods in music education revitalizes the lesson process, increases student activity, and turns them into creative participants. For example, students' musical perception is developed by asking problematic questions before listening to a musical piece, identifying images during the listening process, and analyzing their impressions at the end of the lesson. By mastering such methods, the future music teacher will be able to creatively organize the lesson in the future. This is one of the important ways to increase the effectiveness of pedagogical activity.

Another important issue that must be discussed is the formation of a reflexive approach in the pedagogical activities of students. Reflection ensures that the student analyzes their own activities, realizes their mistakes, works on themselves, and improves their pedagogical experience. In the process of music education, reflexive activity can be developed through after-school analysis, self-assessment, group discussion, portfolio maintenance, and pedagogical diaries. As the student analyzes their lesson process, their pedagogical observation, methodological sensitivity, and sense of responsibility increase.

Furthermore, the use of digital technologies is becoming an important factor in improving the pedagogical activities of music education students. Today, electronic textbooks, audio and video materials, sheet music programs, virtual pianos, music editing programs, online platforms, and multimedia presentations serve to effectively organize music lessons. The correct and purposeful use of these tools by students develops their digital and pedagogical competence. As a result, the future teacher will be able not only to explain the musical material verbally but also to present it in visual, audio, and interactive forms.

However, in the process of applying digital technologies, it is important to use them not only as external decoration but also as a tool serving a didactic purpose. For example, a video

about the life of a composer, an audio recording of a musical work, or visual material created through a musical program should deepen the lesson content and activate the student's musical perception. Consequently, the use of technological tools is closely linked to the student's ability to clearly define a methodological goal.

Another relevant aspect from the perspective of the research topic is the issue of an individual approach. Each student has different musical abilities, performance levels, pedagogical interests, and communicative abilities. Therefore, a differentiated and individual approach plays an important role in working with students in the process of music education. While some are strong in vocal performance, others may have high potential in instrumental performance, theoretical analysis, or lesson organization. Improving pedagogical activity is effective through the identification and development of these individual capabilities.

Furthermore, involving students in creative activity plays an important role in developing their pedagogical skills. Creating musical compositions, developing creative assignments for the lesson, selecting and staging children's songs, organizing musical quizzes, and drafting scripts for extracurricular activities increase the initiative of the future music teacher. Such activity develops not only students' creative thinking but also their organizational skills, responsibility, and communicative culture.

The results of the discussion show that the use of national musical heritage in improving the pedagogical activities of music education students is also one of the important directions. Uzbek folk songs, maqom art, bakhshi-dastan, folk instruments, and national melodies have great educational potential in the professional training of future teachers. By deeply studying examples of national music, the student will be able to form respect for national values, aesthetic taste, and cultural memory in students in the future. At the same time, integrating examples of world musical culture with national music expands the artistic worldview of students.

Communicative competence is also of particular importance in improving the pedagogical activities of music education students. Since a music lesson is a process based on lively communication, questions and answers, listening, performance, and emotional impact, the teacher's speech culture, tone of voice, emotional expression, and the ability to establish communication with students determine the effectiveness of the lesson. The student must be able to inspire students in their future pedagogical activities, involve them in musical activities, and support the creative potential of each child.

Based on the above analysis, it can be stated that improving the pedagogical activities of music education students requires a systematic, step-by-step, and integrative approach. At the same time, theoretical knowledge, performance skills, methodological training, pedagogical practice, digital competence, reflection, and creative activity must be developed in an interconnected manner. As a result of the combination of these factors, the professional image of the future music teacher is formed.

Conclusion. In conclusion, improving the pedagogical activities of music education students serves to improve the quality of the educational process, enhance the educational and aesthetic impact of music lessons, and train creative pedagogical personnel who meet modern requirements. To achieve this, it is necessary to enrich the music education process in higher education institutions with innovative methods, practical classes, pedagogical practice, reflexive analysis, and digital technologies. Only then will future music teachers be formed not only as

knowledgeable specialists but also as creative educators capable of exerting an aesthetic and spiritual influence on the student's heart through music.

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