

## MECHANISMS FOR ENSURING THE UNITY OF THEORETICAL AND PRACTICAL TRAINING IN MUSIC EDUCATION BASED ON AN INTEGRAL APPROACH

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**Abstract:** This article provides a scientific analysis of the mechanisms for ensuring the unity of theoretical and practical training in music education based on an integral approach. The problem of the gap between theoretical knowledge and performance practice, and five mechanisms for overcoming it — synchronized curriculum, practical-illustrative, integrated-assignments, pedagogical-practicum-testing, and reflective-evaluative mechanisms — are examined. The content and forms of implementation of each mechanism are substantiated from a scientific and practical perspective.

**Keywords:** integral approach, music education, theoretical and practical training, unity, performance, music pedagogy, synchronized curriculum, pedagogical practicum, professional training, higher education.

**Introduction.** In music education, theoretical knowledge (harmony, analysis of forms, history of music) and practical performance (instrumental, vocal, choral work) are traditionally often taught separately, which can lead to the problem of the graduate's inability to freely apply theoretical knowledge in practical activities [1]. This "theoretical-practical break" is one of the most common problems in music-pedagogical education.

The integrated approach is aimed at overcoming this problem, involving the organization of theoretical and practical training not as two separate processes separated from each other, but as a single, interconnected process of professional formation [2]. However, to implement this idea, specific, practically applicable mechanisms are necessary.

From this perspective, the scientific systematic analysis and substantiation of specific mechanisms for ensuring the harmony of theoretical and practical training in music education based on an integrated approach determine the relevance of this article [3].

*The object of the research.* The object of the research is the process of training future music teachers in higher pedagogical and musical educational institutions.

*Subject of the research.* The subject of the research is the pedagogical mechanisms for ensuring the harmony of theoretical and practical training in

music education based on an integrated approach, their content, and forms of implementation.

The level of study of the problem. From a general pedagogical perspective, the issue of the unity of theory and practice is deeply grounded in L.V. Zankov's theory of developmental education, in which the transmission of theoretical knowledge in close connection with practical activity is presented as an important condition for educational effectiveness. In music pedagogy, the relationship between musical knowledge and performance practice is theoretically substantiated in the studies of G.M. Sipin and B.M. Teplov.

In the field of domestic music pedagogy, the works of scholars such as O. Matyakubov [4] and R. Yunusov [5] cover general methodological issues regarding the harmonization of theoretical and practical training in music education. Nevertheless, specific studies that systematically analyze the specific, step-by-step mechanisms ensuring this harmony within the framework of an integrated approach are still insufficient in domestic science, which determines the scientific and practical significance of this study.

**Discussion.** The synchronized program mechanism serves as the organizational and programmatic basis for ensuring the harmony of theoretical and practical training [1]. Through this mechanism, topics in a theoretical discipline (for example, harmony) are planned in a timely, parallel manner with the repertoire in instrumental or vocal lessons - the student practically observes the harmonic pattern they are theoretically studying in the work they are performing during this period.

The practical-illustrative mechanism involves immediately demonstrating each theoretical concept practically through a live performance example [2]. In a theory lesson, a direct demonstration by the teacher or the student themselves on an instrument or voice transforms a theoretical concept from an abstract description into a living sound experience, which ensures a much deeper and more solid assimilation of knowledge. The mechanism of integrated assignments, on the other hand, requires a combination of theoretical analysis, performance, and methodological commentary within a single assignment [3] - for example, the student is jointly asked to analyze the work, perform it, and design how to explain it to the students.

In pedagogical practice, the testing mechanism allows for the testing of a student's theoretical-practical integration in real school conditions, working with students [4]. At this stage, the student completes the task of conveying a theoretical concept through performance and explanation, which demonstrates

how firmly the theoretical-practical harmony is formed in a real professional situation. Finally, the reflexive-evaluative mechanism allows for an independent and pedagogical assessment of the degree to which a student's theoretical and practical training is harmonized [5], which serves to identify theoretical and practical gaps and purposefully eliminate them.

Results. In the process of analyzing the five main mechanisms for ensuring the harmony of theoretical and practical training in music education based on an integrated approach, their content, form of implementation, and aspects of ensured harmony were systematized. As seen from the provided analysis, the mechanisms function as a consistent, interconnected chain - while synchronized programs and practical-illustrative mechanisms ensure harmony at the initial, everyday level, integrated tasks and pedagogical practice mechanisms test this harmony in complex, complex situations, while the reflective-evaluative mechanism monitors the entire process.

Furthermore, the results of the analysis showed that all these mechanisms yield the highest efficiency when applied simultaneously and in parallel, as the theoretical and practical problem of disconnection is multifaceted and cannot be fully resolved through a single mechanism. Overall, the conducted analysis confirmed that the integrated application of these five mechanisms can ensure a stable harmony between theoretical and practical training in music education.

### **Conclusion**

Ensuring the harmony of theoretical and practical training in music education based on an integrated approach requires the interconnected, comprehensive application of a synchronized program, practical-illustrative, and integrated tasks, as well as testing and reflective-evaluative mechanisms in pedagogical practice. The results of the study showed that the consistent application of these mechanisms serves to form in the future music teacher the ability to freely apply theoretical knowledge in practical performance and pedagogical activity.

The developed system of mechanisms can serve as a practical basis for improving curricula and coordinating theoretical and applied disciplines in the practice of higher music-pedagogical education. In future research, it is advisable to study the specific application features of these mechanisms for various musical specialties (vocal, instrumental, choral management).

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