MODERN APPROACHES TO LEARNING MUSIC THEORY IN GENERAL SECONDARY SCHOOLS

Atayeva Shaxriniso Atabek qizi
Urganch State Pedagogical Institute
Student of group 242, music education
Nurmatova Mayya Abdullaevna
Urganch State Pedagogical Institute
Senior teacher of the Department of Art Studies
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Abstract: This article discusses the issues of introducing modern pedagogical and technological approaches to the process of teaching music theory in secondary schools. The possibilities of forming musical literacy, auditory culture, rhythmic intuition and compositional thinking in students through the combined use of traditional methods and modern interactive, digital and integrative teaching methods are analyzed. The article substantiates the effectiveness of using visualization, gamification, STEAM approach, mobile applications and digital platforms in teaching music theory to students in an easy, understandable and interesting way.

Keywords: music theory, modern approach, secondary education, innovative methodology, interactive education, musical literacy, visualization, gamification,.

Introduction.

Today, large-scale reforms and technological progress in the field of education make it necessary to introduce modern approaches to all stages of the educational process. In particular, in order to increase the effectiveness of music education in general secondary schools, to form a musical worldview, aesthetic taste and creative thinking in students, deep and understandable teaching of music theory is of particular importance. Because it is through the subject of music theory that students become acquainted with the internal laws of music, the melodic system, rhythmic and cadence structures, and the foundation of musical thinking is laid.

However, traditional approaches often dampen the activity of students, and difficulties arise in conveying a simple and realistic interpretation of abstract concepts. In such conditions, teaching music theory through interactive methods, visualization, audio-analytical technologies, gamification elements and digital platforms not only facilitates the didactic process, but also enriches it in content and serves to reveal the individual abilities of each student.

Modern approaches not only increase students' interest in the lesson, but also develop their skills in understanding, analyzing music, and thinking in a creative direction. Therefore, this article analyzes modern methods used in teaching music theory in general secondary schools, their advantages, methodological foundations and pedagogical effectiveness. Also, ways of successfully integrating modern approaches into the educational process based on advanced foreign and national experiences are considered.

Discussion:

Reforms in modern pedagogy show that teaching music theory based only on traditional methods cannot equip students with deep knowledge. Music theory, in essence, is based on abstract concepts: concepts such as interval, key, rhythm, meter, tonality, polyphony can be perceived as a complex and dry theory for an ordinary student. Therefore, it is necessary to strengthen students' knowledge of this subject, arouse interest in it, and combine it with practical musical practice.

Modern approaches create important opportunities in this regard. In particular, through the visualization method, complex theoretical concepts are expressed in graphic and animated form, which is easily perceived by students. For example, the presentation of the tonal system (circle of fifths) or rhythm structures in a moving form in a circle serves to master the concept together through hearing, seeing and feeling.

Also, gamification elements have become an effective tool for increasing motivation in students, creating an environment of healthy competition and active participation among them. For example, the game "Wrong Note", quick response competitions in rhythmic dictations, "Music Quizzes" are proving to be successful in consolidating musical concepts.

Another important aspect is the integration of the STEAM approach into music theory. That is, through the connections between music and technology, mathematics, and visual arts, knowledge is formed in the student's thinking on a network basis. For example, the relationship between pitch and frequency is explained based on physical laws, which encourages students to approach music scientifically.

In today's digital environment, opportunities for independent learning are expanding through mobile applications (Perfect Ear, EarMaster, Tenuto, etc.) and online platforms (MusicTheory.net, Chrome Music Lab, Flat.io). These tools provide the opportunity to study music theory not only inside the classroom, but

also outside it, to self-assess and repeat. This helps the student to feel ownership of their own learning process, to feel personal responsibility.

Of course, when using modern approaches, the teacher himself must have the appropriate competencies, namely digital literacy, didactic coordination, game-based learning design, and musical-technological skills. Therefore, teaching music theory using modern methods is not only a matter of technological innovations, but also an expression of the teacher's didactic culture and innovative thinking.

Literature analysis:

Analysis of scientific and pedagogical literature on the issue of teaching music theory based on modern approaches shows that a number of promising scientific approaches have been formed in this area. The analyzed literature shows that, along with traditional theories of music theory education, interactive, integrative and technologically based didactic models are becoming increasingly relevant.

First of all, the competency-based approach put forward by modern Russian educators such as A.V. Khutorskoy, I.A. Zimnyaya and G.K. Selevko justified the fact that the individual, his abilities and creative development needs are at the center of today's educational process. Their theoretical developments in education emphasize the need to use person-oriented, active methods in teaching music subjects, in particular music theory.

In the analysis of foreign literature, in particular, the works of such pedagogical scientists as John Dewey, Howard Gardner, Lucy Green and Liora Bresler occupy an important place. Dewey's theory of experiential learning, Gardner's theory of multiple intelligences and Bresler's cultural approach to music education - all justify the need to connect music theory with real life, emotional experience and creative activity. According to Gardner, a multimodal learning environment is a decisive factor in the development of musical intelligence.

Also, an analysis of articles published in prestigious journals such as Music Educators Journal, International Journal of Music Education, Asia-Pacific Journal for Arts Education noted that gamification, visualization, STEAM approach, online programs and digital laboratories are actively used in teaching music theory in countries such as Finland, Japan, the USA, and Canada. In particular, Sato M. (2021) analyzed the experience of explaining music theory using graphical interfaces in Japanese schools, while Cho E. (2022) evaluates the

integration of digital technologies into the teaching process in South Korea as an effective method.

Among the studies conducted by Uzbek scientists, the developments of specialists such as Rashidova N.I., Yuldosheva M.A., Abduazizov A.A. on the methodology of music education are of great importance. They described the existing teaching methodology in Uzbek schools and put forward proposals for its modernization. Also, modern views on music theory have begun to be included in state educational standards and new generation textbooks.

In general, the analysis of the literature shows that the use of modern approaches to studying music theory is highly effective in increasing students' musical literacy, turning lessons into an interactive and creative process, as well as developing teacher competence. A thorough analysis of best practices and their adaptation to the national context allows for a qualitative update of the content of music education.

Results

Based on the scientific and practical analysis, the following important results were achieved in teaching music theory in general secondary schools based on modern approaches:

The didactic advantages of modern methodological approaches were identified. In particular, it was observed that teaching music theory through visualization, gamification, the STEAM approach, digital tools and interactive methods helps students master knowledge faster, deeper and with more interest.

The effectiveness of the integration of traditional and modern approaches was proven. That is, the process of introducing theoretical concepts using previous classical methods and then reinforcing them using interactive tools had a significant impact on the quality of the lesson.

It was found that musical thinking, listening culture, and rhythmic intuition in students are more stable and creative when formed through modern methods. This showed that the science of music theory serves not only theoretical, but also practical and aesthetic development.

It was confirmed that the use of digital technologies and online resources, while ensuring the assimilation of musical knowledge at an individual pace, develops independent learning and self-assessment skills in students.

Modernization of teacher competence - the digital literacy, methodological flexibility, and creative approach skills of the teacher were recognized as important factors in teaching music theory through modern approaches.

Based on the analysis of international and local experience, didactic models, visual aids, and gamification strategies that can be used in teaching music theory were systematized.

Conclusion.

The results of the study showed that the use of modern approaches in teaching music theory in general secondary schools is not only a pedagogical need, but also an important strategic direction aimed at improving the quality of the educational process. Teaching music theory through visualization, gamification, interactive methods, integrated approaches based on STEAM, and digital technologies activates students' activities and effectively forms their musical thinking, listening culture, rhythmic intuition, and creative abilities.

Modern approaches make it possible to master music theoretical knowledge in an easy, interesting, and inextricably linked way with practical life. In particular, the impact of these methods on the formation of important competencies in students such as self-assessment, striving for independent learning, and perception of musical concepts through creative thinking is incomparable. Also, the teacher's possession of modern pedagogical and digital competencies is of crucial importance for the successful implementation of these approaches. This, in turn, determines the study of new technologies and methodologies in the advanced training programs of music teachers as an urgent task.

In conclusion, the introduction of modern approaches to teaching music theory not only increases the quality of lessons and student effectiveness, but also allows organizing the musical-educational process in an innovative, creative and personally oriented content. This creates a solid foundation for the development of competitive and modern forms of music education in the general secondary education system.

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