



WAYS TO IMPROVE THE PEDAGOGICAL ACTIVITIES OF MUSIC EDUCATION STUDENTS

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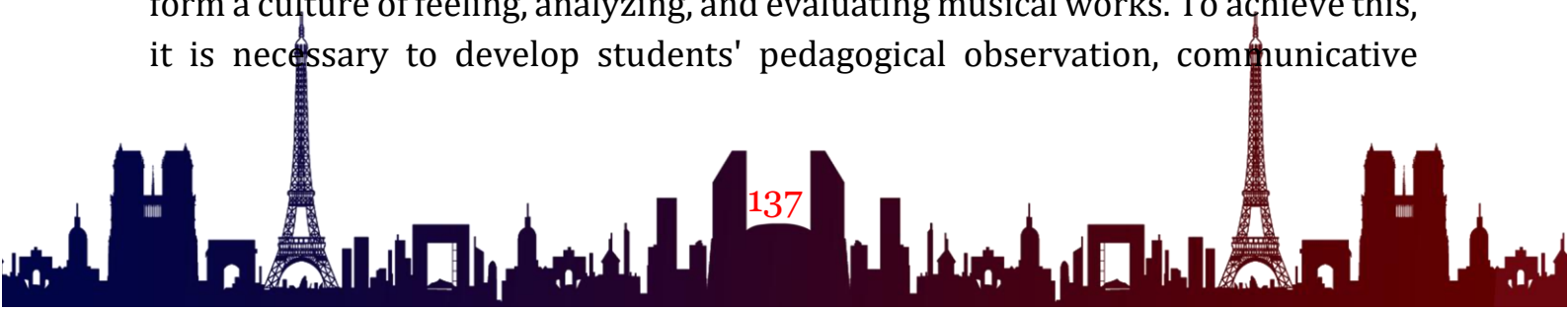
Abstract: This thesis analyzes the theoretical and practical foundations for improving the pedagogical activities of music education students. Issues of developing the professional competence of future music teachers, improving pedagogical skills, and the effective use of modern educational technologies are highlighted. Methods and tools are also described that serve to form students' creative activity, communicative abilities, and innovative approaches. The research results serve to increase the efficiency of pedagogical activity in the music education system and improve the quality of training qualified personnel.

Keywords: music education, pedagogical activity, professional competence, pedagogical mastery, future music teacher, innovative technologies, quality of education, creative activity, communicative competence, methodological training, pedagogical technologies, professional development.

Introduction

The reforms being implemented in the education system today require not only profound theoretical knowledge but also high pedagogical skills, creativity, a modern methodological approach, and professional competence from every subject teacher. In particular, the issue of preparing students studying in the field of music education for future pedagogical activity is of particular importance. This is because a music teacher is not only a specialist who provides theoretical knowledge but also acts as an educator who shapes students' aesthetic taste, artistic thinking, creative abilities, attitude toward national values, and spiritual worldview.

Improving the pedagogical activities of music education students is one of the urgent tasks of today's educational process. During the lesson, the future music teacher should not limit themselves to conveying knowledge regarding music theory, performance, vocal skills, or musical culture to students. It should awaken a love for art in the hearts of students, develop their creative activity, and form a culture of feeling, analyzing, and evaluating musical works. To achieve this, it is necessary to develop students' pedagogical observation, communicative





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culture, methodological thinking, stage culture, a creative approach, and the ability to exert educational influence.

Currently, the introduction of innovative pedagogical technologies, digital educational tools, interactive methods, and individual approaches into the music education process is elevating students' professional training to a new level. Along with traditional forms of education, the effective organization of practical classes, creative projects, stage performances, musical analysis, group performance, independent study, and pedagogical practice is an important factor in improving the pedagogical activities of a future music teacher. In particular, the student's ability to work on themselves, engage in creative research, and find independent solutions to pedagogical situations is one of the main criteria determining their professional maturity.

From this perspective, improving the pedagogical activities of music education students serves not only to enrich their professional knowledge and skills but also to form them as spiritually mature, creative, proactive, and modern-thinking educators. This thesis highlights the ways to develop the pedagogical activities of future music teachers, factors for increasing their professional competence, and the use of effective methodological approaches in the process of music education.

Discussion

The issue of improving the pedagogical activities of music education students is of particular scientific and practical importance in today's educational process. Because a music teacher in the future will act not only as a knowledge-providing specialist but also as a teacher who shapes students' aesthetic taste, creative thinking, artistic worldview, and spiritual upbringing. Therefore, in the process of training music education students, it is important to harmoniously develop theoretical knowledge, performance skills, and pedagogical competence.

First and foremost, the pedagogical activity of a future music teacher is directly linked to their professional competence. In addition to mastering music theory, vocal performance, instrumental performance, choral work, music history, and methodology, the student must possess the ability to convey these knowledge to students in a simple, understandable, and effective manner. This is because musical knowledge is effectively acquired not only through explanation but also through feeling, hearing, singing, analysis, and involvement in creative activity.

Practical classes and pedagogical practice play an important role in improving the pedagogical activities of music education students. It is through



practical activity that the student deeply understands such issues as which method to use during the lesson, how to take into account the age and psychological characteristics of the students, how to select musical material, and how to create a creative environment in the classroom. Therefore, pedagogical practice should be organized not as a formal process, but as the main stage of professional formation.

Another important aspect to discuss is the use of innovative pedagogical technologies in music lessons. Interactive methods, musical games, cluster, brainstorming, project method, listening analysis, role-playing, group singing, and creative tasks encourage students to engage in active pedagogical research. Such approaches develop the ability of future teachers to organize a lively, meaningful, and effective lesson.

Digital technologies also create great opportunities for improving the pedagogical activities of music education students. Audio and video materials, electronic textbooks, music recording programs, online platforms, multimedia presentations, and virtual music resources make the lesson process more interesting and effective. By learning to use such tools, students will be able to apply modern, creative, and effective approaches in their future pedagogical activities.

A person-centered approach to music education is also of particular importance. Each student has different musical abilities, hearing levels, vocal capabilities, interests, and creative potential. Therefore, the future music teacher must not limit themselves to setting the same requirements for students but must take their individual capabilities into account. The formation of such pedagogical sensitivity and individual approach skills in students is one of the important ways to improve pedagogical activity.

In general, improving the pedagogical activities of music education students requires a comprehensive approach. In this process, it is necessary to harmoniously develop professional knowledge, performance skills, methodological training, pedagogical culture, innovative thinking, communicative competence, and creative activity. Only in this way will students studying in the field of music education in the future be formed as qualified, creative and spiritually mature educators at the level of modern requirements.

When covering this thesis, the main material was taken as scientific and theoretical views, pedagogical approaches, methodological recommendations, and methods used in the practical educational process to improve the pedagogical activities of music education students. In the content of the study, the professional



training, pedagogical skills, creative activity, methodological competence, and the level of readiness for musical-pedagogical activity of future music teachers were considered as the main objects of analysis.

Improving the pedagogical activities of music education students is primarily linked to the harmonious development of their professional knowledge and practical skills. Therefore, the content of the disciplines of music theory, choral conducting, vocal performance, instrumental performance, music teaching methodology, pedagogy, and psychology was analyzed as material. These disciplines not only form students' musical knowledge but also develop their skills in effectively conveying it to students, organizing the lesson process, creating a creative environment, and exerting educational influence.

In the research materials, issues of theoretical preparation, practical training, independent study, pedagogical practice, creative tasks, and the use of innovative methods were considered as important directions for improving pedagogical activity. In particular, it was substantiated that the practical skills of a future music teacher, such as lesson planning, selection of musical works, consideration of students' age and psychological characteristics, proper organization of vocal-choral exercises, and leadership of performance activities, are of particular importance.

Interactive methods used in the process of music education also occupy an important place in the material part. In particular, methods such as "brainstorming," "cluster," "discussion," "small group work," "creative project," "listening analysis," "musical question-and-answer," and "role-playing" teach students to think actively, make independent decisions, and find effective solutions in pedagogical situations. Such methods develop not only students' musical knowledge but also their communicative, organizational, and methodological competencies.

In this thesis, the use of digital and multimedia tools was also considered as an important material. Audio recordings, video lessons, electronic textbooks, music notation programs, online educational platforms, multimedia presentations, and virtual music resources enrich the content of music lessons. With the help of these tools, students will have the opportunity to analyze musical works, compare performance samples, prepare broadcast materials for students, and develop modern lesson projects.

Analysis of the materials shows that pedagogical practice occupies a special place in improving the pedagogical activities of music education students. In the process of pedagogical practice, students apply their theoretical knowledge in



real classroom conditions, communicate with students, plan lesson content, organize types of musical activities, and test their pedagogical skills. Therefore, pedagogical practice is an important stage in the professional formation of a future music teacher.

In general, the material part of the thesis is aimed at substantiating the interconnection of theoretical knowledge, practical experience, creative approach, innovative technologies, and methodological training in improving the pedagogical activities of music education students. These materials serve to form future music teachers as creative, proactive, and professionally mature educators who meet modern educational requirements.

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