



ISSUES OF IMPROVING THE TEACHING OF MUSIC-THEORETICAL SUBJECTS IN THE CREDIT-MODULE SYSTEM

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Annotation: This article analyzes the current issues of improving the teaching of music-theoretical subjects in the context of the credit-module system. The pedagogical possibilities of the credit-module system in developing theoretical knowledge, musical thinking and professional competencies of students studying in the field of music education are highlighted. The importance of effective organization of independent learning, the use of modern pedagogical technologies and interactive methods in teaching music-theoretical subjects is also revealed.

Keywords: independent learning, interactive methods, pedagogical technologies, musical thinking, solfeggio, music theory, quality of education, innovative approach.

Introduction

Today, the fundamental reforms taking place in the world education system require the improvement of the activities of higher education institutions based on the requirements of the time, the adaptation of the content of education to international standards, and the development of professional competencies of future specialists. In particular, giving priority to the independent activity of the student in the educational process, creating conditions for his acquisition of knowledge on the basis of research and investigation is one of the important tasks of today. In this regard, the credit-module system introduced in the higher education system of Uzbekistan is an important mechanism for improving the quality of education, ensuring the transparency and efficiency of the educational process, and directing students to independent education.

In recent years, large-scale reforms have been implemented in our country to modernize the higher education system, implement international experience, and improve the quality of educational services. The introduction of the credit-module system is of particular importance in these processes. This system expands the opportunities for students to form an individual educational trajectory, optimize their workload, create transparent mechanisms for assessing knowledge, and increase student activity in the educational process. Such changes require a review of the content and methodology of teaching music theory, along with all other subjects. Music theory is a key component of music education and plays an important role in the formation of professional training for future music teachers, performers, and musicologists. Subjects such as solfeggio, music theory, harmony, polyphony, and analysis of musical works serve to develop musical thinking, listening skills, analytical thinking, and a creative approach in students. Through these subjects, students master the theoretical laws of music, acquire the skills of understanding and analyzing musical text, and acquire the theoretical training necessary for practical work. Therefore, the quality of teaching music theory directly affects the effectiveness of music education.

However, practice shows that some problems remain in teaching music theory. In particular, in some cases, the reliance on traditional methods of teaching, insufficient organization of students' independent educational activities, low level of use of modern information and communication technologies, and the inconsistency of assessment criteria with the requirements of the competency-based approach can reduce the effectiveness of education. The main requirements of the credit-module system include strengthening the student's extracurricular activities, increasing the volume of independent education, and using performance-oriented teaching technologies. Therefore, the reorganization of music theory in accordance with the requirements of this system is one of the current pedagogical issues.

Improving the teaching of music theory in the context of the credit-module system requires not only updating curricula and working subject programs, but also improving the methodological, technological and organizational aspects of education. In this process, interactive methods, problem-based learning, project-based learning, effective use of digital technologies, electronic educational resources and multimedia tools are of great importance. Also, taking into account the individual characteristics of students, creating an educational environment that is suitable for their musical abilities and professional needs is one of the main requirements of the credit-module system. One of the main tasks facing modern music education is to integrate theoretical knowledge with practical activities, to direct students to independent and creative thinking, to form musical culture and professional competencies in them. From this point of view, the credit-module system opens up new opportunities for teaching music-theoretical subjects. This system allows for regular monitoring of the level of students' mastery, to encourage them to independent research, and to organize the educational process in a result-oriented manner.

Therefore, it is of urgent importance to scientifically and pedagogically study the issues of improving the teaching of music-theoretical subjects in the context of the credit-module system, to identify existing problems and develop effective solutions to them. This article analyzes the role of the credit-module system in teaching music-theoretical subjects, its pedagogical capabilities, and methodological approaches that serve to improve the quality of education. Also, practical recommendations are developed to improve the effectiveness of teaching theoretical subjects in the direction of music education. This will further improve the professional training of future music specialists.

Discussion

Improving the teaching of music theory in the credit-module system requires, first of all, a new pedagogical approach to the educational process. Because in this system, the student is considered not just a person who receives ready-made knowledge, but an active subject who independently searches for, analyzes, and applies his knowledge in practice. Therefore, in teaching music theory, the main attention should be paid not to memorizing theoretical information, but to connecting it with musical thinking, performance practice, and pedagogical activity.

Music theory is, by its nature, a complex, systematic, and gradually mastered discipline. In subjects such as solfeggio, music theory, harmony, polyphony, and musical composition analysis, students are required to have not only theoretical knowledge, but also skills such as listening skills, note analysis, understanding of key-tonality relationships, and perception of rhythmic and melodic structures. In the credit-module system, effective organization of

independent learning, along with classroom training, is important for the formation of these skills.

Practical observations show that in some cases, traditional approaches to teaching music-theoretical subjects prevail. During the lesson, the teacher appears as the main source of knowledge, while the student acts more as a listener and performer. Such an approach can limit the student's ability to think independently, creatively, and apply theoretical knowledge in practical activities. The credit-module system serves to change this situation. That is, the student must become an active participant in the learning process, independently complete the assigned tasks, evaluate and improve his knowledge.

Independent learning occupies a special place in the organization of music-theoretical subjects on the basis of the credit-module system. Independent learning should not be limited to homework. It should be focused on a specific goal, criterion and result. For example, in solfeggio, the student can be given tasks such as independently listening to and writing musical dictations, identifying intervals and chords by hearing, and performing rhythmic exercises. In music theory, concepts such as scale, tonality, interval, chord, metrorhythm, form and texture are required to be analyzed based on practical examples. Such tasks, in addition to strengthening the student's theoretical knowledge, also develop his musical hearing and analytical thinking skills.

One of the important aspects of the credit-module system is the systematic and transparent organization of the assessment process. In music theory, it is advisable that assessment should not be based solely on the results of the final examination, but should be carried out in connection with the student's independent work, practical exercises, creative assignments, and activity in the lesson during the semester. In this case, the types of current, intermediate, and final examination should be closely interconnected. The student should constantly monitor his level of knowledge, be able to recognize his mistakes and correct them.

The use of interactive methods in teaching music theory also increases the effectiveness of education. In particular, methods such as "brainstorming", "cluster", "discussion", "case study", "work in small groups", "creative project" serve to increase student activity. For example, in a harmony lesson, students can divide into small groups and choose chords for a given melody, harmonize musical phrases or compare different harmonic solutions. In the subject of musical composition analysis, students deepen their theoretical knowledge by discussing the form of the work, the system of images, the key-tonal features and the compositional structure.

Also, the introduction of digital technologies into the educational process meets the requirements of the credit-module system. Today, the possibilities of using electronic textbooks, audio and video materials, notation programs, online tests, virtual piano applications and platforms that develop musical hearing are expanding in the teaching of music theory. Such tools facilitate the student's independent work, create an opportunity to perceive the educational material visually and aurally. In particular, the use of audio materials in solfeggio and music theory subjects gives effective results in developing students' listening skills.

Another important aspect in the discussion process is that the role of the teacher in the credit-module system is also changing. The teacher is no longer just a teacher, but also acts as a consultant, guide, organizer and evaluator. He plans the independent educational activities of

students, differentiates tasks, explains assessment criteria and monitors educational results. This requires the teacher to have high methodological training, knowledge of modern technologies and an individual approach.

Interdisciplinary integration is also important in improving the teaching of music-theoretical subjects. When theoretical subjects are taught in an inextricable link with performing, vocal, conducting, music history and pedagogic subjects, students perceive knowledge as a holistic system. For example, the concepts of scale and tonality learned in music theory can serve as a basis for interpreting a piece in a performance lesson, while chords learned in harmony can develop compositional thinking and melodic skills. Therefore, strengthening intersubject connections in the credit-module system further strengthens the student's professional preparation.

The issue of forming an individual educational trajectory for students is also relevant in this system. In music education, students differ from each other in terms of their abilities, initial level of preparation, listening abilities, and creative potential. Therefore, giving the same tasks to all students does not always give the expected results. It is necessary to develop a system of complex analytical and creative tasks for strong students, and a system of exercises that gradually become more difficult for less prepared students. Such a differentiated approach helps each student to fully demonstrate his capabilities.

Another important aspect of teaching music-theoretical subjects in the credit-module system is the clear definition of learning outcomes. It is necessary to determine in advance what knowledge, skills and competencies the student should have at the end of each module. For example, a student who completes the solfeggio module should be able to write a simple melodic dictation, distinguish intervals by hearing, perform rhythmic structures and sing the text of the score. In the music theory module, the student should be able to explain musical concepts, analyze the text of the score and apply theoretical knowledge based on practical examples.

Materials and methods.

In the process of preparing this article, scientific and theoretical views on improving the teaching of music-theoretical subjects in the credit-module system, pedagogical approaches, and methodological experiences used in the practice of music education were taken as the main material. The study analyzed the content of subjects such as solfeggio, music theory, harmony, polyphony, and analysis of musical works taught in higher education institutions, their role in the educational process, and aspects related to the requirements of the credit-module system.

As materials for the article, regulatory and legal documents on the introduction of the credit-module system in higher education, scientific literature on pedagogy and music education, curricula, working subject programs, assessment criteria, and independent educational tasks were studied. In particular, special attention was paid to methodological tools that serve to form students' theoretical knowledge, develop musical hearing, strengthen analytical thinking, and improve professional competencies in music-theoretical subjects.

The research used the methods of theoretical analysis, comparison, generalization, pedagogical observation and systematic approach. The theoretical analysis method studied the content of the credit-module system, its role in higher education and pedagogical possibilities in teaching music-theoretical subjects. The comparative method compared the traditional education system with the teaching process under the credit-module system. The

generalization method made it possible to identify important methodological conclusions that serve the effective teaching of music-theoretical subjects.

The pedagogical observation method analyzed the activity of students studying in the direction of music education in the process of mastering music-theoretical subjects, their attitude to independent learning, and their participation in classroom and extracurricular activities. Observations show that in the credit-module system, students are more focused on independent search, analysis and application of knowledge in practice than on ready-made acquisition. This creates the need to use modern methodological approaches in teaching music theory.

The method of a systematic approach also plays an important role in the article. Because music theory is a complex of disciplines that are inextricably linked. For example, the concepts of scale, tonality, interval, chord, rhythm and meter, mastered in music theory, are practically strengthened in the disciplines of solfeggio, harmony and analysis of musical works. Therefore, the study attempted to study music theory not separately, but as a single educational system.

The article also identified a competency-based approach as one of the main methodological foundations. In the context of the credit-module system, the educational process should serve not only to impart knowledge, but also to form practical skills, independent thinking, a creative approach and professional training in the student. Therefore, in teaching music theory, along with the student's theoretical knowledge, the level of their ability to apply them in practical activities was considered an important criterion.

Based on the research materials, the issue of organizing independent learning in teaching music theory was separately studied. In the credit-module system, independent learning is an important component of the student's educational activity. Therefore, the article analyzed the content of independent learning tasks, their assessment criteria, ways to adapt them to the individual level of students' preparation, and the possibilities of using electronic educational resources.

In teaching music theory, tasks such as practical exercises, listening exercises, analyzing the text of the score, writing musical dictations, determining chords and intervals, and analyzing the form of the work were considered an important part of the research materials. These tasks serve to develop the student's independent work skills in the context of the credit-module system, strengthen theoretical knowledge, and form musical thinking. The methods used in the article served to scientifically and pedagogically analyze the current state of teaching music-theoretical subjects, identify the capabilities of the credit-module system, and develop methodological recommendations aimed at improving the teaching process. As a result, it was substantiated that independent learning, interactive methods, digital technologies, a differential approach, and a transparent assessment system are important factors in teaching music-theoretical subjects based on the credit-module system.

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