

METHODS OF USING INFORMATION TECHNOLOGIES IN MUSIC LESSONS

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Abstract

This article discusses the relevance and possibilities of using information and communication technologies (ICT) in music education, the ICT tools and methods applied in music lessons, stages of ICT integration, and the importance of digital skills for music teachers.

Keywords: ICT in music education, interactive technologies, ICT tools, methods, stages.

Introduction

Today, the use of modern information and communication technologies in the educational process is becoming increasingly important for every subject. Especially in music education, learning efficiency can be increased through interactive technologies, multimedia tools, internet resources, virtual platforms, and digital software.

The relevance of using ICT in music education lies in the fact that it opens up new opportunities for teachers in delivering their subject, increases educational effectiveness and students' intellectual levels, develops self-learning and self-organization skills, and facilitates solving practical problems. It also allows teachers to enhance visual presentation during lessons. Using computer technologies in the classroom makes each lesson unconventional, engaging, rich, and memorable.

Music is not only a form of art but also an essential subject that shapes children's aesthetic education. Through ICT tools, students can access the following opportunities:

Listen to various national and international music samples;

Recognize the sounds of musical instruments;

Access interactive information about composers' lives;

Practice through virtual classrooms;

Participate in real-time music lessons via the internet.

The ICT tools used in music lessons include:

Multimedia projects – presentations, audio-video files, images;

Interactive whiteboards – for displaying musical notes and solving music theory exercises;

Mobile apps and software – such as "Music Tutor," "Piano Maestro," and "GarageBand";

Electronic textbooks and platforms – such as Ziyonet, Google Classroom, and YouTube music lessons;

Programs for vocal and instrumental training – for learning solfeggio and rhythm.



Multimedia presentations allow for delivering educational material through vivid visuals and text, engaging various sensory channels, which helps students store information not only in a factual but also in an associative form for long-term memory.

Internet resources provide immense opportunities for educational services (e-mail, search engines, electronic conferences, distance learning, competitions) and have become an integral part of modern education. Using interactive whiteboards and SMART Board software allows teachers and students to fully present and understand the material being studied.

Effective methods of using ICT in music lessons include:

Learning through images: showing pictures of national musical instruments and samples of their sounds;

Using video clips: to demonstrate performances and increase interest in music;

Working with slides: to explore composers' lives and works;

Virtual listening exercises: listening to and analyzing music from various genres;

Online quizzes: as an assessment tool at the end of the lesson.

Presentations can be used to explain new material, review previous content, and monitor current knowledge (through survey-style presentations).

During lessons, a teacher can apply ICT through the following stages:

Preparatory stage – collecting and adapting multimedia materials;

Main stage – using technological tools during the lesson;

Final stage – tests, quizzes, reflections, and audio or video assessments.

ICT plays an enormous role in increasing student engagement. In lessons organized with ICT:

Students become active participants;

They conduct independent research;

Their interest in music increases;

They gain a deeper understanding through visual and auditory materials.

Methodological recommendations for music teachers:

Choose interactive tools appropriate to each lesson topic;

Teach children how to work with multimedia resources;

Prepare brief instructions for using music software;

Integrate digital resources with national values;

Enrich lessons with both individual and group activities.

Teachers and students in music classes should acquire the following digital skills:

Working with multimedia files;

Using audio editing software;

Searching for knowledge and presenting it via the internet;

Using virtual musical instruments (online piano, rhythm exercises).

Conclusion:

The use of ICT in music lessons helps unlock students' creative potential, nurtures their musical taste, and enables modern and effective knowledge acquisition. It is essential for teachers to stay engaged in continuous exploration and apply new technologies in their practice.



Currently, using modern educational technologies—particularly information and communication technologies—that support the personal development of children by reducing the share of reproductive activity in the learning process, can be considered a key condition for improving education quality.

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