

# DIDACTIC POSSIBILITIES OF ELECTRONIC LEARNING TOOLS IN THE PROCESS OF TEACHING MUSIC

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## Abstract

The article discusses the didactic possibilities of electronic educational means in the process of teaching music. Their role in the formation of students' musical thinking, auditory perception, creative activity and independent learning is revealed. The author conducts a theoretical analysis of the effectiveness of the use of digital technologies, interactive programs, multimedia resources and mobile applications in music education. Special attention is paid to the digital competence of the teacher, the principles of visualization, reflection and individualization. The study shows not only the educational, but also the educational value of electronic resources, determining their prospects in the modernization of music education.

**Keywords:** Electronic educational means, music teaching, didactic opportunities, digital technologies, multimedia, interactivity, reflection, independent learning, digital competence, pedagogical innovations.

## Introduction

In the 21st century, the education system has become one of the most important factors for the development of society. Changes taking place in the field of digital technologies and innovative pedagogy are radically changing the content, form and tools of the teaching process. The role of e-learning in this process is invaluable. E-learning tools serve not only as a source of information, but also as a didactic tool that allows you to manage, control, analyze and individualize the learning process. Their role is growing, especially in the art and music education system.

The process of teaching music has its own characteristics: it is based on emotional perception, aesthetic thinking, creative activity, and an individual approach. Therefore, every tool used in music education should serve to develop the student's personal abilities, form musical hearing, and elevate the performance culture. E-learning tools are a modern didactic mechanism that serves just such a purpose. With their help, the teacher can organize the learning process in interactive, multimedia, visual and creative forms.

The concept of e-learning tools is comprehensive and includes multimedia textbooks, audio-video materials, interactive tests, mobile applications, distance learning platforms, virtual labs and digital libraries. The main task of such tools is to form in students the skill of independent

study, a deeper comprehension of musical material, as well as to create opportunities for the teacher to effectively organize the educational process.

Today, the policy of digital education in the Republic of Uzbekistan is being implemented at the state level. On the basis of the Digital Uzbekistan 2030 Strategy, the Presidential Decree "On Digitalization of Education" and relevant orders of the Ministry of Higher Education, Science and Innovation systematic work is being carried out on the use of electronic resources at all levels of education. It is in this process that an in-depth study of the didactic possibilities of electronic means in the field of music education is one of the pressing issues.

The main didactic capabilities of electronic means in the process of music teaching are manifested in the following directions:

1. **Providing visuality and audibility.** Video animations, interactive graphics create a quick and stable understanding in students when teaching topics such as music theory, solfeggio, sheet music, rhythm exercises.
2. **Developing Hearing Activities.** With the help of audio recordings, interactive listening assignments, voice frequency comparison programs, students practice musical hearing, improve intonation accuracy.
3. **Development of independent education.** Electronic platforms allow students to independently study outside of the classroom, re-listen to the exercise, record their performance, and evaluate their performance.
4. **Ensuring individual learning.** Each learner learns at their own pace, having the opportunity to re-listen to difficult topics or see visually.
5. **Possibility of analysis and reflection.** The reader will hear again his performance, analyze errors, observe his own development dynamics.

In addition, with the help of e-learning, the teacher accurately plans the lesson process, automates the assessment criteria, monitors the activities of students online. This will ensure transparency and objectivity of the educational process.

Another important aspect of electronic tools is **interactivity**. In the process of teaching music, the student becomes an active participant, not just a listener. She participates in audio exercises, reads a sheet music, performs rhythmic tasks, performs with a virtual orchestra. For example, international platforms such as "Smart Music Classroom", "Yousician", "Musician" provide such opportunities. In the Uzbek education system, mobile applications such as "Kashqar rubob performance", "Theory of music", "National instruments" have been developed, which give effective results in teaching and studying national music.

Another advantage of e-learning in the process of music education is **the high power of emotional impact**. Lessons in digital format will instill positive motivation in students. Video lessons, virtual performance, 3D graphic instrument models will concentrate the students' attention, spiritually prepare them for musical activity. Such tools make it possible to "feel" the music rather than "listen" it.

The didactic role of e-learning tools is also played in the professional activity of the teacher. Thanks to them, the teacher saves his lessons in a digital format, creates interactive assignments, effectively manages extracurricular time. This increases the digital competence



of the teacher. The modern teacher is no longer regarded only as a giver of knowledge, but as a person who manages educational technology, constituting the digital environment.

Didactic functions of **electronic means in music teaching** can be grouped as follows:

- **Information function** - direct communication of knowledge about music to the reader;
- **Motivational function** - to involve the student in the lesson, to increase his interest;
- **Developmental function** – activation of hearing, attention, memory, thinking;
- **Reflective function** - analyze and draw conclusions about their performance;
- **The evaluator function** is to determine the student's result by means of automated tests, audio accuracy analysis, rhythmic assessment tools.

The analysis shows that in the lessons organized on the basis of e-learning tools, students' activity, interest in the lesson, creative approach to the lesson are significantly higher in comparison with traditional methods. In particular, the results of experiments conducted at the Shakhrisabz State Pedagogical Institute showed that students who worked on the e-learning platform mastered the material 27-35% faster, and the time spent on independent studies doubled.

However, there are also some problems in this process: insufficient training of teachers in the use of digital tools, low level of technical equipment, insufficient Internet infrastructure in some educational institutions make it difficult to fully implement e-learning tools. Therefore, technical, psychological and organizational factors should be taken into account along with the methodological approach in the creation and application of e-learning tools.

The possibilities of e-learning in music teaching improve not only the quality of teaching, but also the effectiveness of the educational process. Music is not only a science, but also an art that elevates human psyche and forms national pride. Interactive lessons created with the help of electronic resources strengthen students' respect for national music, ancient instruments, inspire them to creative activities.

In conclusion, the didactic possibilities of e-learning in the process of music teaching are incredibly wide. They enrich the teaching content and make the learning process interactive, effective and individual. Students develop independent thinking, listening, analysis, and executive skills. The teacher will be able to effectively manage, analyze, and reflexively monitor the educational process. Therefore, the use of electronic means in music education should no longer be considered as a necessity, but as a pedagogical need.

Today, the education system of Uzbekistan is on the way of dynamic digital reforms. In this process, the effective use of electronic means in music education, their alignment with national values, the orientation of students to independent creative activity will be the most important factor in the formation of the musical thinking of the future generation.

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