The Role Of Interactive Educational Technologies In Improving The Effectiveness Of Music Education

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ABSTRACT

In this article the authors discuss the role of interactive and educational technologies and their effectiveness in the process of teaching for music teachers. Furthermore, the article gives information about concepts and information on the content, purpose and application of interactive learning technologies in the learning process.

KEYWORDS

Interactive technologies, "student to student", "teacher to student", education process, musical activity, critical thinking, interactive education, logical thinking, analysis, musical memory, independent thinking

INTRODUCTION

In today's rapidly developing education, as in all areas, the widespread introduction of educational technologies in the musical learning process is one of the important factors in increasing student activity. A music teacher must have sufficient knowledge and experience in the theoretical and practical areas of music in order to conduct lessons in interesting ways.

All disciplines, the teacher creates the psychological and didactic conditions for the organization of music lessons through the appropriate use of methods and forms of

music education. Interactive education is one of the types that serve to form the skills and competencies of methodologically correct, effective organization of modern music education.

Being a form of education based on interaction, consensus and solidarity between the "teacher-learner-learners' group", interactive education provides effective assimilation of musical-educational materials by students. Ultimately, the lessons aim to provide students with logical thinking and develop their musical skills.

MATERIALS AND METHODS

"Interactive" means creating a friendly environment based on the interaction of the teacher and students, increasing the effectiveness of the lesson, developing students' ability of independent thinking, analyzing and communicating. In this way, the student actively participates in trying to find answers to problems and questions, individually, in pairs, or in groups; evaluates, analyzes, writes, speaks, executes, tries to cover the problem with evidence and reasoning. This will remain in the musical memory of the students for a long time. The new theme provides a critical, analytical approach to mastering musical materials.

"Interactive" is also a method of musical communication between "student to student" and "teacher to student". During the whole lesson, the teacher forms students' scientific competencies through artistic and expressive performance of a musical work with the students themselves while listening to and analyzing musical works, and develops acquisition of musical literacy skills. Improving the quality and effectiveness of the lesson is achieved through collaboration during musical activities.

There a great number of types of modern pedagogic technologies. These methods can

be used depending on the age, psychological characteristics, level of knowledge, and musical needs of students.

The teacher achieves the following goals and objectives through the use of interactive methods for the implementation of music education, activating students' knowledge of music:

- Teaching students to think independently and creatively for musical activities;
- Encouraging students to musical – artistic activity;
- Ensuring responsiveness in problematic situations;
- Understanding and evaluating the idea, content and essence of musical works;
- Forming friendly relations;
- Activating.

From the interactive teaching methods, music teachers should be sufficiently familiar with the followings which have specific requirements: "Cluster", "Venn diagram", "Musical wheel", "Boomerang", "Blitz", "World of Music", "Sinkwein". It would be most useful if these interactive methods were used effectively in the teaching process. Also, it would influence positively on the development of students' musical memory – the ability of remembering. In addition, today, educators can use educational technologies in connection with science in the teaching of music in order to increase the effectiveness during educational process. The teacher must first thoroughly study and master the content of these technologies. We would like to recommend you to use three learning technologies in the process of education.

RESULTS AND DISCUSSIONS

Problem-based learning technology is an evolving learning technology that stimulates an active learning process and forms a logical sequence style of thinking. The essence of problem-based learning is that the teacher

organizes problematic situations for students who read and manage the activity of acquiring new knowledge by solving, learning (preferably, vital) issues, problems, questions and tasks. In the process of problem-based learning, the teacher first creates a problematic situation, asks questions, suggests problems and experimental tasks, organizes a discussion aimed at solving the situation, and confirms the correctness of their conclusions. Students think and make suggestions on how to solve the situation based on their previous knowledge and experience. They summarize their previous knowledge, identify the causes of events, explain their origin, choose the most sensible option to solve the problem. This style not only increases students' curiosity but also develops their critical thinking. In problem-based learning, the teacher should organize students' learning activities in such a way that students should be able to solve intellectual problems independently on the basis of systematic analysis of facts, draw conclusions and generalize, express laws, apply their knowledge in new situations. In such teaching, students develop the ability to independently acquire knowledge, to find new ways of mental activity by advancing and proving hypotheses, to develop skills of applying knowledge, to improve attention and imagination. In the end, all of this contributes to the development of learning activities.

Creative teaching technology is one of the newest technologies in education system and is aimed at continuous formation and development of students' creative thinking. Its purpose is to awaken creativity in a person and to develop the creative potential that he holds.

When the creative technology of teaching is accomplished, the person is transferred from the level of the object of creativity to the creative subject, the mastery of the educational material becomes a means of achieving any creative goal. Creative technology focuses on acquiring, creating, and producing new necessary knowledge. In this case, the learner acquires knowledge in the process of creating his own intellectual product (computer programs, inventions, research, etc.) under the guidance of a teacher.

Developmental learning technology is one of the most important factors of education process aiming at the advancement of learners' independent and artistic activity and the effective organization of classes. As a result of the development of the student's ability to think independently in the process of independent and creative work, the student develops the faculty to systematize knowledge about processes and events, objects, to study them in depth and make appropriate decisions, apply theoretical knowledge in practice.

In modern education, the student must be able to study through thinking and practical activities, remember information through analysis, understand the content and relate it to practical activities, conduct practical exercises and experiments, make independent decisions, find (research) news.

The teacher needs to be able to explain the goals and importance of science in the educational process, to motivate and direct students to the profession, to organize independent learning, to assess students' knowledge and skills, as well as to assess the source of knowledge.

Teachers must be able to applaud and direct the student's aspirations to complete independent work assignments. The teacher should know well whether the student can work more effectively alone; or likes to work with a group of several people; or whether it is easier for him to use e-textbooks.

The student should understand the task and try to complete it, and the teacher, in turn, should encourage students to develop the skills of independent research, the ability to search for

additional information in order to master the material more deeply.

CONCLUSION

The use of these interactive methods and educational technologies in the training courses for music teachers requires them to have a thorough knowledge of the nature, purpose, objectives and directions of music lessons, as well as professional skills to plan and organize musical activities. Thus, innovative forms of music education help music teachers to develop a creative approach to the organization of their professional activities and the skills of independent learning. After all, what determine the essence of educational technology are the formation of students' spirituality, teaching them independent thinking, arousing their interest in musical education, forming the basics of musical culture in their minds and most importantly, increasing student activity in the classroom.

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