

---

## **Practical Bases Of Using Distance Learning Technology In Teaching Music**

**Askarova Sohiba Muhammadjonova,  
Rasulova Saida Sabirovna,  
Djumaboeva Muqaddas Shavkatovna,**  
teachers of Kokand State Institute

**Abstract.** As a worldwide trend of the modern education distance learning gives the possibility to study many disciplines, nevertheless of the fact, is there a practical component in them, for example music disciplines. Distance learning for music disciplines associated with a number of specific difficulties, which increases the requirements for the content of the training online course. Even the best and technologically perfect online course does not guarantee that the student will pass it to the end, if there is no threat to disrupt the implementation of the academic plan. Academic results of passing the online training course about modern classical music, gives the opportunity to distinguish the basic qualities of effective distance course for music disciplines, that focuses on students; to outline the basic problems related to its implementation into the educational process, as well as their solutions.

**Keywords:** distance learning; blended learning; flexible learning; music disciplines; effective distance learning course indicators; Moodle; integrative; focus on practice; creativity; dynamic; dialogic comprehension of music senses; modern classical music.

The need to modernize higher education in Ukraine and the desire of higher education to meet European educational standards dictates the use of innovative methods, mobile and dynamic forms of learning, which include distance learning,

which has proved its effectiveness in the training of specialists from various industries, including humanities and representatives of creative professions .

However, due to the specification of music as the most abstract of the arts, and music disciplines as disciplines of a mainly practical orientation, the possibility of including or completely transferring student musicians to distance learning in higher education seems problematic and ambiguous. The purpose of this article is based on an analysis of the key principles and problems of distance learning to justify the prospects of using distance learning technologies in the process of training students-musicians of higher educational institutions. The material for the study was the author's electronic training course on modern academic music, created for graduate students of the Institute of Arts of the Kiev University named after Boris Grinchenko. The methodological basis of the study was the theoretical analysis and generalization method, as well as empirical research methods (questionnaires, rating analysis, statistical method and modeling method). As a result of the study, we proposed a theoretical model of an effective distance course of musical discipline, which satisfies several parameters at once: the course is focused on the student's practical activities, stimulates the student's individual creative potential and opens up the path for him to actively understand musical art as the only possible form of understanding and dialogical interaction with him .

Yes, thanks to the developed Internet technologies, today you can not only expand your workplace and without breaking the usual rhythm of life, not only expand your ideas about the various fields of humanitarian and natural science knowledge, but even learn a foreign language and learn the basics of playing a musical instrument. However, the situation changes radically when it comes to narrow professional specialization, focused primarily on practical activities. It is quite obvious that it is impossible to train a high-class cardiothoracic surgeon - a graduate of a medical university exclusively by distance learning (even with various kinds

of virtual simulators that simulate conditions close to the real conditions of future professional activity) - a matter of practical skill, including that involving trained muscle memory, it turns out to be the key.

Distance learning of special musical disciplines, which are normative for the professional training of musicians and music teachers, is the same kind of problem area in the Ukrainian system of higher education. The active introduction of distance technologies in the educational process provokes a whole series of questions and justified doubts, the reason for which is the practical orientation of special musical disciplines. Is it possible to teach a student to play the cello professionally with instructive instructions in the process of virtual communication on the network or video demonstrations in Skype? Is it possible to develop musical ear by means of online courses, if at the same time an individual approach to learning is lost? How realistic is it to teach a student to understand and independently identify the compositional logic of a musical text, to dialogically comprehend and interpret the non-verbal meanings of musical works in the process of taking a distance course in analyzing musical forms or the history of musical styles, the content of which is limited to informational or analytical traditional for such educational resources calculations? In other words, is it possible to form a professional musician in the academic environment solely through distance education?

The question may seem speculative, and the authors of the article may be opposed to the very concept of distance learning. However, everything is exactly the opposite, and the main research question in this case is how, by what means and ways, the concept of distance learning of special musical disciplines in higher education can be implemented? To begin with, it is necessary to determine the boundaries of concepts, since the theoretical level of elaboration of the problem of distance learning in domestic science is still low. This is evidenced, in particular, by the lack of uniform requirements for the content and excessive flexibility of the

evaluation criteria for electronic educational courses, as well as to the level of preliminary training of the student who is offered such a course; questions arise with the copyright of distance course developers, as well as certification of the finished product, the procedure of which is subject to frequent changes. Distance learning (distance learning, in Russian versions also - online learning, distance learning technology, technology-based learning) is learning based on the use of information and communication technologies, primarily such as the Internet (Morse & Glazunova, 2008) . It is understood that the student takes the training course at a convenient time for him with the deadline set by the teacher, gaining access to materials on the educational server or on electronic, less often printed, information media. The ongoing assessment and final certification in this case is also carried out online using web resources. In other words, distance learning is one of the learning technologies that potentially can become a self-sufficient system (Evsyukova, 2011). Most often, when it comes to higher education (and it is precisely such a model that is being introduced at the Grinchenko University), distance learning is part of blended learning. The blended learning model is based on the use of proportionally distributed information and educational resources in stationary learning with the inclusion of distance technology. Thus, in the most general form, blended learning consists of three stages: the development of theoretical material is carried out in distance learning (electronic training courses), the practical development of the material and the consolidation of practical skills takes place directly in the classroom with the teacher, and finally, the preparation and defense of the individual or a collective project (exam, test), the forms of which also vary (Morse & Glazunova, 2008). This model is already successfully integrating at the Grinchenko University when teaching students of musical specialties; note that the University is one of the few higher institutions in Kiev and Ukraine where a system of blended, including distance learning, musical disciplines using electronic training courses developed on the Moodle platform is

purposefully developed. So, most of the special disciplines of the historical and theoretical cycle, which contain lecture (theoretical) and seminar hours, such as the history of music, the analysis of musical works, the theory of music, harmony, involves students mastering theoretical material remotely. This seems logical and justified, given the priority in the educational paradigm of the university - design and practice-oriented educational activities of students. The use of distance technologies in this case not only saves such a valuable resource as time, but provides the flexibility and mobility of the educational process (flexible learning), which focuses primarily on the student.

Distance learning, provided it is adapted to the specifics of musical art and creativity, is quite capable of becoming an integrative part and an alternative form of training in higher specialized educational institutions. At this stage in the development of distance learning music education technologies, this is most promising in the context of blended learning, in which the theoretical and practical component of the disciplines is “divorced” into various information and educational blocks. However, in the case of distance learning practical musical disciplines, the effectiveness of teaching and mastering students the material depends on how successfully and fully distance learning courses mediate the forms of professional and creative activity of students. The parameters of the effective distance course of a special musical discipline proposed in the article can certainly be supplemented, which opens the horizon for further empirical observations in the field of distance learning.

## References

1. Alpert, S. R., Singley, M. K., & Fairweather, P. G (1999). Deploying Intelligent Tutors on the Web: An Architecture and an Example. *International Journal of Artificial Intelligence in Education*, 10, 183-197

2. Morze, N. V., & Hlazunova, O. H. (2008). Models of effective use of information and communication and distance technologies in higher school. *Information Technologies and Learning Tools*, 6 (2).
3. Дмитренко, П., & Пасічник, Ю. (1999). Дистанційна освіта. Київ: Національний педагогічний університет.
4. Семенюк, В. (2010). Moodle і соціальний конструктивізм. Retrieved from <http://escuela.ucozua/Kuzbyt/Moodle.pdf>
5. Смольсон, М. (2012). Дистанційне навчання: психологічні засади. Кіровоград: ІмексЛТД.
6. Фопель, К. (2003). Эффективный воркшоп. Динамическое обучение. Москва: Генезис.