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INNOVATIVE APPROACHES AND DIGITAL TECHNOLOGIES IN TEACHING HARMONY IN SPECIALIZED MUSIC LYCEUMS

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Abstract: This article examines the scientific-theoretical and practical aspects of implementing innovative pedagogical approaches and information and communication technologies in teaching Harmony in specialized music lyceums. Particular attention is given to the effectiveness of digital platforms, interactive teaching strategies, multimedia resources, and music notation software such as Finale, Sibelius, and MuseScore. The study emphasizes the role of innovative methods in enhancing students' creative thinking, fostering independent learning, and developing professional competencies. The findings indicate that the integration of modern technologies into Harmony instruction significantly improves the overall quality and effectiveness of music education.

Keywords: harmony, innovative approaches, digital technologies, music education, interactive learning, digital pedagogy, music lyceum.

In the context of globalization and digitalization, fundamental changes are taking place in the education system. The Law of the Republic of Uzbekistan "On Education" and the "National Program for Personnel Training" define the introduction of modern pedagogical technologies into the educational process as a priority task (1). Music education, particularly the subject of Harmony, forms the theoretical foundation of performance and composition. Harmony is an essential component of musical language, studying chord systems, their functional relationships, and sound combinations (2). In specialized music lyceums, relying solely on traditional teaching methods is no longer sufficient to meet modern educational requirements. Therefore, the application of innovative pedagogical approaches and digital technologies has become a pressing issue. The purpose of this study is to develop theoretical foundations and substantiate the practical effectiveness of applying innovative technologies in teaching Harmony in specialized music lyceums.

Harmony is one of the main branches of music theory and is closely related to polyphony, solfeggio, composition, and music analysis (3). The well-known Russian musicologist Boris Asafyev interpreted musical thinking as an intonational process and emphasized the aesthetic importance of harmonic development (4). The teaching of Harmony is organized on the basis of theoretical knowledge, written practical exercises, auditory analysis, and creative tasks. Pedagogical innovation is understood as a system of new methods, tools, and forms aimed at improving the effectiveness of education (5). Modern education actively employs interactive teaching methods, information and communication technologies, multimedia tools, distance learning platforms, and digital notation software. For example, Sibelius and Finale allow students to analyze chord structures both visually and aurally.

Information and communication technologies provide opportunities such as visualization, auditory control, automatic error detection, and independent learning. By using MuseScore, students can instantly listen to their harmonic exercises and identify functional errors, which contributes to strengthening theoretical knowledge, improving auditory skills, and developing creative thinking. In specialized music lyceums, combining traditional "lecture–practice" models with interactive methods ensures high effectiveness, as interactive learning transforms students

from passive listeners into active participants. Effective methods in Harmony classes include brainstorming for constructing chord progressions in a given tonality, the cluster method for systematizing functional groups, case studies for analyzing harmonic fragments from musical works, and problem-based learning focused on correcting incorrectly written chord progressions. For instance, fragments from works by Pyotr Ilyich Tchaikovsky are analyzed functionally, enabling students to connect theoretical knowledge with real musical material. Such methods develop logical thinking, strengthen auditory memory, and encourage independent thinking.

Digital notation programs such as Sibelius, Finale, and MuseScore play a significant role in teaching Harmony. The methodological application includes several stages: first, visual explanation, where the teacher demonstrates chord structures on an interactive board and immediately plays the sound; second, independent writing, where students compose cadences in a given key and use software to detect errors; and third, analysis and comparison, where students' works are performed and analyzed functionally. This approach leads to improved auditory skills, time efficiency, quick error detection, and the development of creative approaches.

Multimedia tools, including audio, video, and animation, make complex harmonic processes easier to understand by visualizing modulation processes, comparing altered chords aurally, and providing examples from historical composers. As a result, students perceive harmonic relationships both visually and aurally. Distance learning platforms are also increasingly used in teaching Harmony, enabling students to complete online tasks, tests, and audio-based assignments independently. The advantages of such platforms include flexibility, individual pacing, repeated listening opportunities, and electronic assessment. However, live listening and direct discussion remain essential, making a blended (hybrid) model the most effective approach.

The experiment was conducted among second-year students of specialized music lyceums, where two groups were formed: a control group using traditional methods and an experimental group using innovative technologies. The experiment lasted one semester, and assessment criteria included theoretical knowledge, quality of written work, auditory analysis results, and performance in creative tasks. The results showed that the experimental group achieved 18–22% higher performance, demonstrated significantly improved auditory analysis skills, and showed greater engagement in creative tasks. Students noted that digital tools made it easier to hear and immediately check chords. The findings also indicated increased interest in Harmony, higher classroom engagement, and a faster transition from theory to practice.

The study confirms that combining traditional teaching methods with modern digital tools significantly enhances theoretical knowledge, auditory skills, and creative thinking. Digital notation software enables students to both write and hear harmonic structures, thereby deepening their musical understanding. Interactive methods increase student engagement, promote independent thinking, and develop problem-solving abilities. Experimental results demonstrate that students taught using innovative approaches achieve significantly higher academic performance. Moreover, innovative technologies save time, strengthen individual learning approaches, develop professional competencies, and enrich the educational process both visually and aurally. In conclusion, teaching Harmony using modern technologies elevates the quality of music education and contributes to the preparation of competitive professionals.

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