

Methods and means of forming creative musical thinking in students

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Abstract: This article considers the issue of studying the methods and means of forming students' creative musical thinking. In this process, the importance of a creative approach, systematic formation of musical knowledge, development of listeners' aesthetic attitude to music, and the use of modern pedagogical technologies are analyzed. The article aims to show the impact of practical exercises, game methods, problem-based learning and other innovative methods on the development of musical thinking. It also considers the possibilities of using the achievements of national and world music in the development of musical thinking. The effectiveness of teaching students to think creatively and independently through these approaches is scientifically based.

Keywords: Creative thinking, musical thinking, musical education, pedagogical technologies, innovative methods, aesthetic education, national and world music, student creativity, independent thinking, practical exercises.

Introduction: Music has always been in the spotlight as an expression of the human spirit, the highest form of feelings and thoughts. Since ancient times, this unique type of art has played an important role in educating the human soul, giving aesthetic pleasure and developing creative thinking. In today's era of globalization, the role of musical education is increasing, because music has a great influence not only on cultural, but also on intellectual development.

The formation of students' musical thinking is at the heart of this process. It includes not only understanding notes or learning to play an instrument, but also musical thinking, creativity and a deep understanding of music. This gives students who can become not only talented musicians, but also any profession, a creative approach and a broad outlook.

It should not be forgotten that musical thinking is not only about creating music, but also about seeing life differently, understanding the deep essence of phenomena and enriching them with beauty. Therefore, the issue of forming creative musical thinking in the process of music education is not only relevant, but also an extremely necessary task.

This article highlights innovative pedagogical approaches, practical methods and effective tools in

the formation of students' musical thinking. The main goal of this work is to prove that music is not only an art, but also a means of education, which is of particular importance for every person.

METHODOLOGY

The formation of creative musical thinking is a complex and interrelated process, the success of which depends on the teacher's approach, the methods and tools used. This process involves the development of students' musical knowledge and skills, as well as supporting their creativity. Therefore, when choosing a methodology, it is necessary not to be limited to traditional methods, but to use modern pedagogical technologies.

In this process, game methods, problem-based learning, collaborative learning, and the use of multimedia tools are of great importance. For example, to develop students' musical thinking, it can be effective to provide them with the opportunity to independently solve certain musical problems, teach them to critically analyze musical works, and ensure their active participation in various creative projects. Such an approach forms students not only as passive learners, but also as active participants in the creative process.

Also, the use of the rich cultural heritage of national and world music is an integral part of the methodology. By involving students in analyzing musical works of different peoples, teaching them to play national music samples, their musical worldview expands and their creative thinking develops. In particular, familiarization with folk instruments and their history creates enormous opportunities for understanding the place of music in human life and society.

Innovative technologies, in particular, digital platforms, special programs for creating music, and virtual simulations, open up new horizons in the formation of creative musical thinking. The role of these tools in increasing students' interest and stimulating their pursuit of new ideas is invaluable. With the help of such methodological approaches, the music education process becomes not only effective, but also interesting.

Thus, the diversity of methodological approaches in the formation of creative musical thinking, their harmony and flexibility are the key to the success of the teacher. This increases the interest of students in music and serves to form them as true creators.

Literature analysis

Research on the formation of creative musical thinking is one of the main directions of the theory of music education and has been the focus of attention of many domestic and foreign scientists. Literature analysis on this issue confirms the importance of using innovative methods, national musical heritage and modern technologies in the process of developing musical thinking.

Russian scientists S. V. Rachmaninov, L. S. Vygotsky and D. B. Kabalevsky have expressed extensive opinions on the theoretical foundations of the formation of creative thinking in music education. Their scientific works show that musical thinking is a means not only of developing performance skills, but also of increasing the ability to conduct musical and aesthetic analysis. L. S. Vygotsky defined creativity as one of the main manifestations of human thinking and analyzed the processes of its development.

Among local studies, the works of N. S. Safarov, O. Kh. Yuldoshev and Z. M. Mirzayeva are of great importance in the scientific work on music education and the formation of creative thinking in Uzbekistan. These authors conducted their research on the use of national musical heritage in the educational process, as well as practical methods for developing musical thinking. Their scientific works emphasize the role of national music in the formation of creative thinking and offer important recommendations for teachers.

When referring to foreign literature, the works of J. Dewey and H. Gardner on creative thinking and music education stand out. J. Dewey, studying the place of musical experience in the educational process, showed music as a means of developing critical thinking and creativity. H. Gardner, in his theory of multiple intelligences, defined musical intelligence as one of the important cognitive abilities of a person.

The analysis of the literature shows that the use of innovative technologies, the integration of folk music culture, and the improvement of practical exercises are of particular importance in the formation of musical thinking. At the same time, the use of game methods and problem-based learning in the pedagogical process creates great opportunities for the effective organization of the formation of creative thinking.

On this basis, this scientific article aims to offer scientific and practical recommendations on the formation of students' creative thinking by analyzing the existing literature in the field of music education. Based on the analysis of the literature, it can be concluded that the combination of national and foreign approaches further enriches creative approaches in music education.

DISCUSSION

The formation of creative musical thinking is an important, but inherently complex process in the process of music education. For the successful implementation of this process, it is necessary to effectively use innovative methods, practical exercises and means of stimulating creative activity.

The analyses and experiences covered in the article show that the formation of creative thinking depends not only on the qualifications of music teachers, but also on the diversity of approaches used in the educational process. For example, the use of game methods and problem-based learning in the development of musical thinking helps students perceive music not only as an art of performance, but also as a means of expressing new ideas and thoughts.

During the discussion, it should be emphasized that creative musical thinking is not limited to theoretical knowledge. On the contrary, this process requires the active involvement of students in practical activities. For example, creating musical works, implementing their own creative projects, and analyzing works of national and world music serve to enrich students' thinking. Also, the use of national musical achievements instills respect and interest in students' cultural heritage and develops a creative worldview in them.

At the same time, the use of modern technologies, in

particular digital music programs and multimedia tools, opens up new opportunities for the formation of creative musical thinking. By using these technologies in creating their own musical projects, students not only develop their creative abilities, but also acquire skills in the practical application of modern music technologies.

The results of the discussion show that the flexibility and diversity of pedagogical approaches are of great importance in the formation of creative musical thinking. In order to develop the creative abilities of students, it is necessary not to be limited to only one approach, but to combine different methods and techniques. This will help make the process of music education more effective and interesting.

Thus, research and practical experience on the formation of creative musical thinking confirm the relevance of this process. Continuing research in this area and enriching it with modern approaches will serve the development of the music education system.

CONCLUSION

Music is the highest example of the cultural heritage, spiritual wealth and creative thinking of mankind. The formation of creative musical thinking in students is the most effective means of not only instilling a love for the art of music, but also of giving them the skills of creative and independent thinking. Musical thinking, along with the development of the human soul, is of great importance in educating comprehensively developed, creative individuals for society.

The research conducted in this article has shown that in order to form creative musical thinking, it is necessary to introduce innovative methods into the educational process. The use of game technologies, problem-based learning and digital platforms is one of the effective ways to actively involve students in the musical process. Also, the use of the achievements of national and world music allows students to broaden their worldview and enrich their musical thinking.

The art of music, with its multifaceted essence, encourages a person to understand various aspects of life, to discover their abilities. In the process of developing musical thinking, students learn not only to perform works of art, but also to understand their inner essence. Thus, they will have the opportunity to perceive not only music, but also life more deeply.

In conclusion, the formation of creative musical thinking is an integral part of the educational process, which serves not only to develop students' musical skills, but also to increase their creative and intellectual potential. Modern approaches and methodological innovations used in the process of music education are

the most important factors in achieving this goal. Educating creative individuals, increasing their interest in music and developing musical culture is our greatest task. And creative thinking created through music serves as a solid foundation for students' future success in all areas.

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