

PAPER

PROBLEMS ENCOUNTERED IN THE PROCESS OF TEACHING THEORETICAL SUBJECTS OF MUSIC AND THE SCIENTIFIC AND PEDAGOGICAL FOUNDATIONS FOR THEIR ELIMINATION

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Abstract

The article comprehensively analyzes current pedagogical, methodological, and psychological problems encountered in the process of teaching theoretical disciplines in the system of music education. The main shortcomings are identified, such as the lack of organic integration of theoretical knowledge with practical performance, low motivation of students in subjects, and the inability to effectively apply modern pedagogical technologies. The article classifies the problems on a scientific basis and develops innovative pedagogical approaches aimed at their elimination. These approaches serve to strengthen students' skills in applying theoretical knowledge in practical activities in the process of music education.

Key words: music theory, solfeggio, harmony, music education, pedagogical problems, innovative approach, learning motivation.

Introduction

Music is an art that enriches a person's aesthetic worldview and thinking, and plays an important role in preserving cultural heritage and forming a creative personality. Music education, by systematically teaching the theoretical and practical aspects of art, forms in students a deep understanding of music. In particular, the

theoretical subjects of music – musical literacy, solfeggio, and harmony – serve as a foundation for the formation of students' musical thinking and the strengthening of performance activity.

However, practical pedagogical experience and scientific research show that there are a number of problems in teaching theoretical music disciplines, which reduce the effectiveness of the educational process and weaken students' ability to connect

Compiled on: February 14, 2026.

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theoretical knowledge with practice. Therefore, this article is aimed at a deep analysis of the problems in the process of teaching theoretical music disciplines, determining their pedagogical essence, and proposing effective solutions.

Main part

There are authoritative studies on music education and its methodological foundations, most of which emphasize the importance of music theory in the educational process. Researchers emphasize the role of musical literacy, solfeggio, and harmony in the formation of musical listening and performance skills in students. Also, modern pedagogical technologies – for example, multimedia tools, interactive lessons, and creative tasks – increase the effectiveness of improving the process of music education.

However, the literature lacks a systematic approach to the comprehensive reduction of problems arising in the process of teaching music theoretical disciplines. Most studies consider a specific problem separately, but the level of development of practical pedagogical solutions by connecting them is low. This article is aimed at eliminating these gaps.

In the research, a combination of qualitative and quantitative methods was used. Theoretical analysis, pedagogical observation, interviews with students and teachers, as well as test methods for assessing the effectiveness of practical measures were used as the main methodological tools. The objects of the study were students studying the subjects of music education – theory, solfeggio and harmony – and the teachers teaching them.

The main problems encountered in the process of teaching theoretical music disciplines:

The separation of theoretical knowledge from practice.

In many music lessons, theoretical knowledge is imparted only through theoretical texts, written exercises, and oral explanations. In this case, students cannot connect theoretical concepts with the real process of musical performance. This situation makes it difficult for students to understand the practical significance of theoretical knowledge.

Decreased student motivation for subjects.

The decrease in interest in theoretical subjects is

often explained by the abstract nature of the subject content, the uniformity of teaching methods, and the lack of an individual approach. This situation leads to the formation of a negative attitude towards theoretical subjects in students.

Limitation of methodological and pedagogical methods.

Traditional teaching methods often do not stimulate students' creative thinking. Modern pedagogical technologies, interactive lessons, and multimedia tools are not used at the proper level.

Psychological barriers.

The psychological state of students in mastering theoretical subjects was also studied. Lack of self-confidence, fear of mistakes, and the presence of negative stereotypes towards theory make it difficult to achieve positive results in the learning process.

The scientific novelty of this article lies in the fact that it comprehensively analyzes the problems arising in the process of teaching theoretical music disciplines in the context of pedagogical, methodological, and psychological factors, and also proposes an integrative pedagogical model aimed at solving each problem. The model includes the following conceptual directions:

1. Algorithm for combining theoretical concepts with real musical activity;
2. Mechanism of pedagogical use of interactive didactic methods and multimedia tools;
3. Psychological and pedagogical strategies for increasing student motivation and forming a positive attitude towards theory.

This model is presented as a new direction in increasing the effectiveness of mastering theoretical knowledge of music.

Pedagogical and methodological solutions for problem elimination: Integration of theory and practice.

Studies have shown that by connecting theoretical disciplines with practice, students have the opportunity to consolidate theoretical knowledge in the process of musical performance and listening. For example, the concept of interval is analyzed through musical works of various genres, and the laws of harmony are illuminated through real performance examples.

Interactive teaching methods.

Problem-based learning, musical role-playing games, creative tasks, and cluster methods make lessons interesting and effective. These methods develop students' skills of agreement, communication, and creative thinking.

Use of multimedia and information technologies.

The use of audio-video materials, interactive applications, and musical computer programs for pedagogical purposes enriches the lesson process and ensures the assimilation of theoretical knowledge in a practical context.

Psychological and pedagogical support.

To increase students' internal motivation, pedagogical strategies based on the principles of forming a positive attitude towards theory, strengthening self-confidence, and not fearing mistakes are applied. Practical significance.

Provides specific strategies and methodological recommendations that can be directly applied in the practice of music education. They are:

Re-development of programs for teaching theoretical music disciplines;

Effective implementation of multimedia tools in the educational process;

Application of interactive methods that take into account the individual growth of students;

Creation of psychopedagogical support mechanisms.

These recommendations increase the effectiveness of the educational process and ensure effective learning of music theoretical subjects.

Conclusion

The elimination of problems arising in the teaching of theoretical music disciplines requires a comprehensive and systematic approach. The effectiveness of music education can be significantly increased by ensuring the harmony of theory and practice, the effective use of innovative pedagogical methods, the creation of a creative environment, and the improvement of teachers' professional qualifications. This approach serves the formation of creative individuals with developed musical thinking.

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