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# DIDACTIC OPPORTUNITIES FOR DEVELOPING CREATIVE POTENTIAL THROUGH MUSIC EDUCATION IN THE CONTEXT OF DIGITAL TECHNOLOGIES

**Abstract:** this article analyzes the theoretical and practical foundations for developing students' creative potential in the process of music education. A competency-based approach, interactive methods, and digital technologies are highlighted as key factors in shaping students' creative thinking. The pedagogical environment and extracurricular activities are emphasized as effective tools for fostering creative potential.

**Keywords:** music education, creative potential, competency-based approach, interactive methods, digital technologies.

In the context of today's globalization and informatization, the requirements for the education system are undergoing a fundamental qualitative transformation, with its content and methodological foundations being reconsidered. In modern society, preparing a competitive specialist is not limited to theoretical knowledge alone; it also demands the development of independent thinking, a creative approach, the ability to make optimal decisions in complex and uncertain situations, as well as communicative and reflective competencies. Therefore, in higher education, fostering students' creative potential is recognized as one of the priority strategic directions of the pedagogical process. This approach, in harmony with the concept of learner-centered education, serves to fully realize each student's individual abilities and ensures their professional and social adaptability.

Music education occupies a unique role in this process, as it impacts not only the intellectual development of a person but also their emotional-aesthetic and spiritual growth. The art of music enriches human inner experiences, shapes artistic taste, deepens aesthetic perception, and activates creative thinking [1]. Research results indicate that systematic engagement in musical activity positively influences cognitive processes, particularly the development of imagination, fantasy, associative thinking, and interpretive abilities [6]. From this perspective, developing creative potential through music education emerges as a pressing scientific and practical issue, with both pedagogical and socio-cultural significance.

In the modern educational paradigm, the priority of the competency-based approach extends beyond the mere acquisition of knowledge; it also requires learners to develop skills that enable them to apply knowledge effectively in real-life and professional situations. This necessitates moving away from traditional reproductive methods in music education and implementing constructive, interactive, and learner-centered pedagogical technologies [3]. Specifically, problem-based learning, project-based approaches, systems of creative assignments, improvisation, and interpretation methods serve as effective tools for fostering students' independent thinking [9]. Through these methods, students not only acquire existing knowledge but also gain the ability to independently construct new knowledge, analyze it, and apply it in practice.

One of the key conditions for ensuring the effectiveness of music education is the creation of a creative pedagogical environment. Such an environment allows students to express their ideas freely, propose innovative concepts, and engage in artistic experimentation [5]. From this perspective, the role of the teacher is also transformed, shifting from a traditional knowledge

transmitter to a facilitator who organizes and manages the educational process. The teacher must encourage students' creative activity, guide them in independent research, and support reflective practices while considering their individual psychological characteristics [7]. This not only enhances the effectiveness of the educational process but also fosters a need for self-development among students.

Moreover, developing creative potential in music education should not be limited to classroom activities alone [3]. Extracurricular activities, such as concert programs, creative competitions, musical projects, and mentor-apprentice meetings, play a significant role in reinforcing students' practical skills [8]. These activities contribute to the comprehensive professional development of students by enhancing stage culture, building self-confidence, and increasing social engagement.

The rapid development of digital technologies is bringing significant changes to the content and form of music education. Modern audio editing software, virtual studios, notation systems, and online learning platforms are taking students' creative activities to a new level [4]. The expansion of opportunities to create, arrange, analyze, and present music in a digital environment increases the interactivity and effectiveness of the educational process [10]. As a result, students develop independent working skills, as well as innovative and critical thinking abilities.

However, there are a number of systemic challenges in this area. In particular, the dominance of traditional teaching methods, insufficient teacher competence in modern pedagogical and information technologies, and underdeveloped material and technical infrastructure can negatively affect the effectiveness of education [2]. To address these issues, it is necessary to retrain pedagogical staff and regularly improve their qualifications, equip educational institutions with modern technical resources, and actively implement advanced national and international practices [11]. Enhancing the effectiveness of developing creative potential in music education also requires improving the assessment system. While traditional assessment criteria primarily focus on evaluating reproductive knowledge, modern approaches emphasize the comprehensive evaluation of students' creative thinking, original approaches, and practical performance outcomes. Therefore, implementing authentic assessment systems based on portfolios, project work, stage performances, and creative assignments is appropriate. This approach increases students' motivation for self-improvement and provides a more complete reflection of their individual achievements. Additionally, incorporating elements of reflective analysis into the assessment process helps students develop skills in critically evaluating and improving their own work.

In conclusion, it should be noted that fostering students' creative potential in music education is a complex pedagogical process that requires a multifaceted and systematic approach. The integration of learner-centered education principles, a competency-based approach, and innovative pedagogical technologies plays a crucial role in this process. Developing students' creative thinking not only enhances their professional training but also contributes to shaping them as independent, innovative, and competitive specialists. Moreover, the creation of a supportive pedagogical environment, the teacher's facilitator role, interactive methods, and the integration of practical activities are key factors in fostering creative potential. In particular, the effective use of digital technologies provides broad opportunities for revealing and developing students' individual abilities. To ensure the continuity and cohesion of the educational process, it is important to strengthen the integration between classroom and extracurricular activities, as well as to expand creative projects and stage performances. An education system organized on this basis serves to develop students' aesthetic worldview, artistic thinking, and creative independence, ultimately shaping them into well-rounded individuals and highly qualified specialists.

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