



Innovative models of music learning and teaching: creative (complex) tasks as a tool for developing the learning process

By

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Abstract

Music education in contemporary primary schooling is undergoing a significant transformation driven by pedagogical innovation, curriculum modernization, and the increasing demand for interdisciplinary learning. Traditional approaches, which primarily emphasized reproduction of musical knowledge and technical performance, are gradually being replaced by learner-centered models that prioritize creativity, critical thinking, and experiential learning.

In this context, innovative teaching approaches and the use of complex tasks have emerged as key instruments for redefining the nature of music learning. Complex tasks in music education integrate performance, analysis, interpretation, and creative production, allowing students to engage with musical content in a multidimensional and meaningful way. Such tasks not only develop musical skills but also foster cognitive, emotional, and collaborative competencies.

Despite growing interest in innovative pedagogy, there remains a lack of systematic research on how complex task-based learning functions specifically within primary music education and how it contributes to students' holistic development across different grade levels. In particular, limited attention has been given to the gradual developmental trajectory of learners from Grades I to VI within an integrated pedagogical model.

Therefore, this study aims to explore innovative approaches in music teaching and learning, with a specific focus on the pedagogical role of complex tasks in the modernization of primary education. The research seeks to examine how these approaches influence students' engagement, creativity, emotional expression, and cognitive development within structured classroom practice.

The study is grounded in constructivist learning theory, experiential learning theory, and the theory of multiple intelligences, which collectively emphasize the active role of the learner in knowledge construction. Within this theoretical framework, music education is viewed not merely as skill acquisition, but as a dynamic process of meaning-making that integrates emotional, cognitive, and social dimensions of learning.

KEYWORDS : *Music education, innovative pedagogy, curriculum modernization, complex tasks, student-centered learning, formative assessment, creativity development, interdisciplinary education, reflective teaching, primary education.*

Article History

Received: 15/07/2026

Accepted: 28/07/2026

Published: 30/07/2026

Vol – 4 Issue – 7

PP: - 22-31

Introduction

The education system of the 21st century is undergoing a significant transformation. The main goal of education has become the formation of a person who is capable of independent thinking, creative activity, problem solving,

cooperation and practical application of acquired knowledge. These changes have had a special impact on the process of teaching art, especially music.

In traditional music education, the main emphasis was on singing, memorizing musical texts, and the mechanical



transmission of theoretical knowledge. The student was mostly presented in the role of a passive listener, and the teacher was the main source of information. Modern educational approaches have significantly changed this model. Today's music lessons are focused on the active involvement of the student, creativity, development of individual abilities, and integrated learning.

Modern music education is based on constructivist and humanistic pedagogical principles, according to which knowledge is formed as a result of the student's active experience. Today, a music lesson is a space where the student not only listens or performs music, but also explores, analyzes, creates, collaborates, and learns to express his or her emotions. The modernization of the educational process has significantly changed the structure of music textbooks. Modern textbooks are loaded with visual, audio, and digital resources, integrated activities, creative tasks, and complex learning models. These changes create a more lively, interactive, and student-centered learning environment. These resources enable the student to perceive music not as an isolated subject, but as a multifaceted cultural and creative experience.

The introduction of complex tasks in music education is particularly important. A complex task combines knowledge, skills, and attitudes, promotes the development of functional knowledge, and gives the student the opportunity to apply the acquired experience in real or simulated situations. This approach significantly increases motivation, involvement in the learning process, and creative activity.

Innovative teaching methods — collaborative learning, project-based learning, problem-based learning, inquiry-based activities, technology integration, and interdisciplinary connections — make contemporary music lessons a diverse and dynamic learning process.

Theoretical framework

The research is based on the following theories:

- Vygotsky's constructivism;
- Bruner's discovery-based learning;
- Dewey's experiential learning;
- Gardner's theory of multiple intelligences;

Music is considered a multidimensional educational space that integrates emotional, cognitive, and social development.

Use and meaning

The introduction of innovative approaches to music education has a significant impact on student development. Music teaching is no longer just about transferring knowledge — it becomes a process-oriented, experience-based, and emotionally charged activity.

Innovative approaches in music education contribute to:

- Increasing student motivation;
- Developing creative skills;
- Strengthening emotional intelligence;
- Developing critical thinking;
- Developing collaborative skills;

Basic principles of modernization of the educational process in music education

The modern educational space is focused on creating a learning environment that ensures the student's all-round development, the manifestation of individual abilities and the formation of practical skills. These changes are especially important in music education, because music is not only a means of aesthetic education, but also an important component of emotional, social, intellectual and creative development.

Modernization of the educational process implies updating teaching methods, forms and resources in accordance with modern educational requirements. These changes in the process of music teaching are reflected in the active use of student-centered approaches, innovative pedagogical technologies, complex tasks and integrated learning.

Student-centered teaching in music education

One of the main principles of modern music teaching is student-centered teaching. This approach is based on the idea that the student, with his or her interests, abilities, experiences, and individual needs, is at the center of the learning process.

In the traditional model, the student was mostly presented in the role of a passive listener, while the modern approach turns him into an active creator. In a music lesson, the student not only performs or memorizes musical material, but also:

- Explores musical works;
- Expresses own attitude;
- Creates musical ideas;
- Participates in discussions;
- Collaborates with peers;
- Interprets music.

Such activities help develop not only musical skills, but also critical and creative thinking.

Collaborative learning in music class

Cooperative learning is one of the important directions of modern pedagogy. Music naturally creates an environment of cooperation and communication, because musical activities are often based on group work. Cooperative learning in music lessons contributes to:

- Development of social skills;
- Formation of mutual respect;
- Sharing of responsibility;
- Experience of teamwork;
- Development of a culture of communication.

Integrated learning in music education

It creates particularly favorable conditions for integration with different subjects.

Music can be connected to:

- Mathematics (rhythm, time);
- Literature (lyrics, poetry);
- History (eras, culture);
- Art (color, form, emotion);
- Natural science (sound, vibration);

- Technology (digital music).

Integrated learning promotes a holistic understanding of knowledge and helps students see connections between different areas. For example, when teaching rhythm, mathematical concepts can be used, and when listening to music, emotions can be conveyed through colors or visual images.

Using technology in music teaching

The digital age has significantly changed the forms and resources of music education. A modern music lesson often includes:

- Audio and video materials;
- Electronic resources;
- Music applications;
- Interactive games;
- Digital instruments.

The use of technology increases student interest and motivation. Visual and audio resources are especially effective at the elementary level, as they contribute to better perception and memorization of musical material.

Technology makes music lessons a more dynamic, diverse and modern learning environment.

The importance of complex tasks in music education

The modern national curriculum pays special attention to complex tasks, as they serve to develop the student's functional knowledge.

A complex task in a music lesson may include:

- Creating a musical performance;
- Constructing a rhythmic composition;
- Conveying emotions through music;
- A small research project;
- An integrated creative work.

Such tasks give students the opportunity to think independently, discuss, plan, create, and demonstrate their abilities in real-world activities.

The role of modern music textbooks

The modern music textbook is no longer just an information resource; it has become a tool for developing the student's creative, investigative, and critical thinking.

Today's textbooks include:

- visual material;
- illustrations;
- music recordings;
- creative tasks;
- group activities;
- integrated projects;
- Research elements.

These resources make learning music a more interesting, practical, and student-based process.

The importance of emotional and creative development

Music has a special impact on a child's emotional world. Modern music education pays great attention to the

development of emotional intelligence, self-expression, and creative skills.

Through music, students:

- Learn to recognize emotions;
- Express their own feelings;
- Develop their imagination;
- Gain aesthetic experience;
- Learn empathy.

Therefore, a modern music lesson is not just an academic learning process — it represents an important space for a child's personal development.

Research subject

The subject of the research is innovative approaches to music teaching and principles of modernization of the educational process in primary music education.

Within the framework of the research, special attention is paid to the effectiveness of using modern pedagogical approaches, complex tasks, technologies, integrated teaching and student-centered methods in music lessons.

Research objective

The aim of the research is to conduct a theoretical and practical analysis of innovative approaches to music teaching, to present the main principles of modernization of the educational process, and to determine the importance of complex tasks in primary music education.

The aim of the research is also to create practical lesson models that will contribute to:

- Development of students' creative skills;
- Formation of critical thinking;
- Active involvement in the learning process;
- Increased motivation for music;
- Development of functional knowledge.

Research questions:

- How does innovative teaching affect student engagement?
- What role do complex tasks play in developing creative and analytical thinking?
- How does interdisciplinary teaching affect music teaching outcomes?

Research objectives

To achieve the research goal, the following tasks were defined:

- Study of the main trends in modern music education;
- Analysis of innovative approaches to music teaching;
- Determination of the importance of complex tasks;
- Discussion of the principles of modernization of the educational process;
- Determination of the role of modern music textbooks;
- Creation of practical lesson models for different age levels;
- Presentation of modern forms of assessment and reflection;

- Description of activities that promote the development of students' creative and critical thinking.

Research methodology

The paper uses a qualitative research methodology, which is based on the analysis of contemporary pedagogical experience, teaching practices, and contemporary trends in music education.

The following were used in the research process:

- Pedagogical observation method;
- Analysis of practical activities;
- Comparative analysis;
- Descriptive method;
- Reflective assessment;
- Analysis of modern educational literature.

The research is based on the requirements of the modern national curriculum and the principles of student-centered teaching.

Research results and discussion

Research shows that innovative approaches significantly increase student engagement, motivation, creativity, and analytical thinking.

Complex tasks promote an understanding of music as a system that integrates performance, analysis, and interpretation.

Research hypothesis

The research hypothesis is based on the idea that the use of complex tasks contributes to the development of functional knowledge and the practical application of acquired experience. The use of innovative, integrated and student-centered teaching approaches in music lessons significantly increases students' motivation, creative activity and the quality of musical perception.

The importance of research

The significance of the research is determined by the fact that the theoretical and practical material presented in the paper will help music teachers plan and implement a modern, innovative, and student-centered learning process.

The work is practically important because:

- It includes detailed lessons;
- It presents practical models of complex tasks;
- It incorporates modern forms of assessment;
- It contributes to improving the quality of teaching;
- It develops students' creative and functional skills.

The importance of complex tasks in modern music lessons

The modern national curriculum pays significant attention to complex tasks, as they provide students with the opportunity to apply the acquired knowledge in real or simulated situations.

A complex task is not just a separate activity; it is self-expression.

Through complex tasks, the student:

- Creates a musical product;

- Plans one's own activities;
- Works in a group;
- Analyzes musical material;
- Expresses one's own attitude;
- Evaluates one's own and others' works.

Such tasks significantly increase motivation and engagement in the learning process, as the student learns not mechanically, but based on experience, action, and practice.

Practical examples

Practical Example N1

Grades I–II Lesson

Topic: “Journey into the World of Sounds”

Lesson Type: Integrated, Innovative, Creative.

Lesson objective

Students will be able to:

- Distinguish between natural and musical sounds;
- Express emotional perception of sound;
- Imitate simple rhythm;
- Participate in group activities;
- Communicate their experiences verbally.

Achievable results

By the end of the lesson, students will be able to:

- Identify different sounds;
- Describe the emotional nature of music;
- Perform a simple rhythmic pattern;
- Participate in creative activities;
- Express their own opinions.

Activity I — Creating an emotional mood (3–4 minutes)

The teacher lets the students listen to the sounds of nature:

- The sound of rain;
- The sound of birds;
- The sound of the wind.

Then the teacher asks the students:

— “Children, how do you feel when you hear these sounds?”

Possible student responses:

- “It feels like I’m in a forest.”
- “I like the sound of the rain.”
- “I feel calm.”
- “The birds are happy.”

Teacher:

— “Today we will travel to the world of sounds and learn how music can make us feel different emotions.”

At this stage, a positive and emotionally safe learning environment is created.

Stage II — Activation of prior knowledge (5 minutes)

The teacher asks questions:

- “What is sound?”
- “Are all sounds music?”
- “Which sounds do you like the most?”

Possible student answers:

- “Sound is what we hear.”
- “No, some are noises.”

- “I like the sound of the piano.”
- “I like the sound of rain.”

The teacher writes the words on the board:

- Music
- Nature
- Rhythm
- Emotion

And asks students to connect their own associations to each word.

Activity III— “Let’s listen and guess” (10 minutes)

Students listen to different sounds:

- The sea;
- The ticking of a clock;
- The rhythm of a drum;
- The melody of a piano.

After each listening, the teacher asks:

- “Is this sound found in nature or music?”
- “What emotion does it evoke?”
- “Is it fast or slow?”
- “Is it happy or sad?”

Possible student responses:

- “Dolly is energetic.”
- “The piano is peaceful.”
- “The sound of the sea calms me.”

IV Collaborative Activity - "Let's Create Our Rhythm" (12 minutes)

The teacher only gives directions, does not control excessively. The class is divided into 4 groups.

Each group is given the task: To create a “little story of sounds” with body sounds:

- Clapping
- Foot tapping
- Knocking on the table, playing a rhythm;
- Silent sounds (whispers)

Task:

Create a simple 4-bar rhythm.

The teacher moves between the groups and helps.

One of the students says:

— “Our rhythm is like rain!”

Another:

— “We made the rhythm of a fast train.”

Here we can already see:

- Creative thinking;
- Collaboration;
- Musical imagination.

Observing the group process:

- The first group creates the “rhythm of rain”
- The second group — “the movement of the train”
- The third group — “the awakening of the morning”
- The fourth group — “the play of the wind”

The children actively collaborate. Some lead, some follow, but everyone is involved.

Stage V — Complex assignment (homework/summary) “Music of my emotions”

Assignment:

The student should:

- Listen to their favorite music;
- Draw how it makes them feel;
- Think of 2–3 sentences about the music;
- Create a simple rhythm if desired.

Assessment - Formative Assessment

The teacher observes:

- Engagement;
- Collaboration;
- Rhythm perception;
- Expression of emotions;
- Participation in musical activity.

SOLO Taxonomy

Prestructural

Student has difficulty distinguishing sounds.

Unistructural

Names one musical sound.

Multistructural

Distinguishes several sounds and describes them.

Relational

Connects music to emotions.

Extended abstract

Creates his/her own musical idea and explains it.

Student Self-Assessment

Students respond:

- What did I learn today?
- Which activity did I enjoy?
- Was I able to collaborate with the group?
- Which sound did I remember the most?

Teacher's reflection

The lesson showed that innovative and creative activities significantly increase students' interest, engagement, and emotional response. The use of nature sounds and rhythmic games proved to be particularly effective, becoming a powerful tool for experiential learning for students and contributing to the creation of an emotional background and the development of musical perception.

Students actively collaborated in groups, freely expressed their emotions and creatively completed tasks. Group work contributed to the development of cooperation and communication. It is especially noteworthy that students began to perceive sound not only by hearing, but also by “feeling”. Such activities contribute to the development of not only musical skills, but also social and creative competencies.

This lesson represents an innovative music teaching model where:

- The student is an active creator
- Learning is based on experience
- Music is perceived as an emotional language

Practical Example N2

Grades III–IV Lesson

Topic: “Rhythm in Our Life”

Lesson Type: Integrated and Innovative Lesson
Lesson Objective

Students will:

- Understand the importance of rhythm in music and everyday life;
- Be able to perform rhythmic patterns;
- Develop collaborative and creative skills;
- Make connections between music and mathematical concepts;
- Create their own rhythmic composition.

Achievable results

By the end of the lesson, students will be able to:

- Recognize and repeat rhythm;
- Connect musical and everyday rhythms;
- Work in a group;
- Create their own rhythmic ideas;
- Express musical emotions.

Lesson progress

Activity I—Motivation (5 minutes)

The teacher plays the sound of a heartbeat in the classroom.

Then he asks:

— “Children, what does this sound like?”

Possible student answers:

- “Heartbeat.”
- “Something rhythmic.”
- “It repeats itself.”

Teacher:

— “That’s right. Rhythm is everywhere — in our bodies, in nature, in music, and in everyday life.”

Then the students are asked to:

- Tap on the table to create a rhythm similar to their own heartbeat.

Activity II — Activation of prior knowledge (5 minutes)

The teacher asks questions:

- “What is rhythm?”
- “Where is rhythm found?”
- “Can rhythm be connected to mathematics?”

Possible student answers:

- “Rhythm is repetition.”
- “It’s in music.”
- “It’s in dance too.”
- “Numbers have order too.”

The teacher draws a simple rhythm pattern on the board:

Ta — ta — ti-ti — ta.

The students are asked to repeat it while clapping.

Activity III — Main activity “Rhythm Mathematics” (10 minutes)

The teacher explains that the duration of notes in music can be related to mathematical fractions.

The teacher writes a simple model on the board:

- 1 stroke = 1 unit
- 2 short strokes = $\frac{1}{2} + \frac{1}{2}$
- 4 quick strokes = $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

$$1 = \frac{1}{2} + \frac{1}{2} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$$

Students observe and begin to discuss. Then they perform different rhythmic patterns with applause.

They work in the following groups:

- One group has a slow rhythm;
- The second — fast;
- The third — mixed.
- Students try to:
- Count the rhythm;
- Keep the tempo;
- Perform in unison.

Teacher's question:

- “What are the similarities between numbers and rhythm?”

Student responses:

- “Both have order”
- “Both can repeat”
- “We can count”

Activity IV—Creative activity “Let’s create the rhythm of the city” (12 minutes)

Students work in groups to create a musical composition of “Sounds of the City.”

One group can use:

- Clapping;
- Footsteps;
- Pencil tapping;
- Whispering.

The teacher asks:

— “What might the rhythm of a city be like?”

Student responses:

- “Fast.”
- “Noisy.”
- “Energetic.”

One group creates:

“Train Rhythm”

Second:

“Rainy Street”

Third:

“Morning in the City”

The activity greatly develops:

- Imagination;
- Collaboration;
- Musical thinking.

Activity V— Complex task “Rhythm of my day”

The student should:

- Observe different rhythms throughout the day;
- Describe at least three rhythms;
- Create a small rhythm chart;
- Record a video if desired.

Evaluation

Evaluation criteria

Criterion	High	Medium	Beginning
Rhythm perception	It performs exactly	With a small error	Difficult
Collaboration	actively cooperates	partially	Less
Creativity	Creates original ideas	partially reveals	Needs help
Musical engagement	is constantly active	sometimes active	Passive

SOLO Taxonomy

Unistructural

Student identifies a single rhythm.

Multistructural

Performs several rhythmic patterns.

Relational

Relates rhythm to music and everyday life.

Extended Abstract

Creates an independent rhythmic composition.

Self-Assessment

Students write:

- What did I learn about rhythm?
- Which activity was the most interesting?
- What did I do best?
- What could I improve on?

Teacher Reflection

The lesson showed that integrated and practical activities significantly increase student engagement, motivation, and analytical thinking. Students not only performed rhythm, but also began to understand its “logic”. The integration of music and mathematics proved to be particularly effective, as students perceived rhythm not only as a musical, but also as a logical and practical phenomenon. Interactive and group work promoted the development of cooperation and critical thinking, while creative tasks stimulated musical imagination. Students performed the activities with great interest and freely expressed their ideas, realizing for the first time that music can be both an emotional and mathematical system.

This lesson is an example of integrated learning, where:

- Music and mathematics are combined
- The student creates a logical structure
- Learning becomes active and exploratory

Practical Example N3

Grades V–VI Lesson

Topic: “Music and Emotions — How Music Affects People”

Lesson type: Research, innovative and discussion-based lesson

Lesson Objectives

Students will:

- Analyze the emotional impact of music;
- Discuss the role of music in human life;
- Connect emotions and musical elements;
- Develop critical and creative thinking;
- Argue their own interpretations;
- Create a small creative product.
- Collaborate in a group;

Achievable results

By the end of the lesson, students will be able to:

- Describe the emotional nature of a musical work;
- Express their own emotions verbally;
- Connect music and the psychological state of a person;
- Conduct an argumentative discussion;
- Create a group presentation.

Lesson progress

Activity I — Emotional provocation (5 minutes)

The teacher asks the students to close their eyes.

Two different pieces of music are played in the classroom:

- A calm, lyrical melody;
- Energetic and dramatic music. After listening, the teacher asks the question:
- “What did you feel when you listened to each piece of music?”

Possible student responses:

- “The first piece of music calmed me down.”
- “The second piece caused tension.”
- “One was sad”
- “The second piece was energetic and strong”

The teacher does not evaluate the answers:

“Music affects each of us differently.”

Activity II — Discussion “Can music change a person’s mood?” (8 minutes)

Students express their opinions.

The teacher starts a discussion:

- “Why does music affect our emotions?”
- “Can music be a story without emotions?”
- “How does music paint pictures in our minds?”

Possible student responses:

- “When I’m in a bad mood, music helps me.”
- “Some music calms me down.”
- “Music makes movies more emotional.”

The teacher writes the words on the board:

- Emotion

- Memory
- Mood
- Imagination
- Inspiration

Then students discuss how each of them relates to music.

Activity III — Research Activity “Emotional Analysis of Music” (15 minutes)

Students are divided into groups.

Each group is given a different piece of music.

Task:

“Emotional exploration of music”

The groups must:

- Listen to the music and determine its emotional character;
- Describe an imaginary scene;
- Choose colors that match the music;
- Think of a title.

Group I:

- Emotion: Sadness
- Story: Rainy Day and Loneliness

Group II:

- Emotion: Joy
- Story: Celebration and Dance

Group III:

- Emotion: Tension
- Story: Adventure

Group IV:

- Emotion: Peace
- Story: Being in Nature

The activity promotes:

- Emotional intelligence;
- Creative thinking;
- Development of musical perception.

Students actively discuss and use arguments.

Activity IV — Creative activity “Draw music” (10 minutes)

Students use colors and lines to express their impressions of the music, a “visual interpretation of music.”

The teacher asks questions:

- “Why did you choose this color?”
- “How does the drawing relate to the music?”
- “What emotion did you want to convey?”

Students begin to “translate” the music into a visual language.

Activity V — Complex task “Musical diary of my emotions”

During the week, the student should:

- Listen to different types of music;
- Note how each one affects their mood;
- Create a short recording or presentation;

Explain why music affects their emotions in a particular way.

The teacher asks questions:

- “Can we understand music in different ways?”
- “What did we learn today?”
- “Has your attitude towards music changed?”

Student responses:

- “Everyone hears music differently”
- “The music was deeper than I thought”
- “We can explain music”

Evaluation

Evaluation criteria

Criterion	High level	Intermediate level	Beginner level
Music Analysis	Analyzes deeply	Partly Analytical	Difficult
Emotional Expression	clearly expresses	Partly Expressive	Limited
Collaboration	actively cooperates	Sometimes Collaborative	Less
Creativity	original ideas	Partly Creative	Needs help

SOLO Taxonomy

Unistructural

Names a single emotion.

Multistructural

Describes several emotions.

Relational

Connects music to emotional experience.

Extended Abstract

Analyzes the psychological impact of music and creates an independent interpretation.

Self-assessment

Students answer:

- Which music influenced me the most?
- Was I able to express my emotions?
- What did I learn about the influence of music?
- How did I work in a group?

Teacher's reflection

The lesson showed that teaching music in grades V–VI can effectively be transformed into a research and analytical process. Students not only listen to music, but also begin to “analyze” and “understand” it. Music can develop students'

emotional, creative and critical thinking. Students actively participated in the discussion, freely expressed their feelings and perceived musical works with individual interpretations. The integration of research and creative activities turned out to be especially effective, as students perceived music not only as educational material, but also as an emotional and personal experience.

The emotional interpretation stage was particularly important, where students realized that music depends on individual experiences.

Group research fostered critical thinking, while visual interpretation fostered creative thinking.

Such lessons help develop not only musical competencies, but also emotional intelligence, communication, and self-expression skills.

This lesson represents:

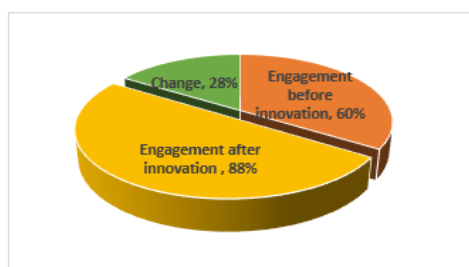
- An inquiry-based learning model
- A tool for developing emotional intelligence
- An integration of critical and creative thinking

Music has become not only a subject, but also an object of analysis and research.

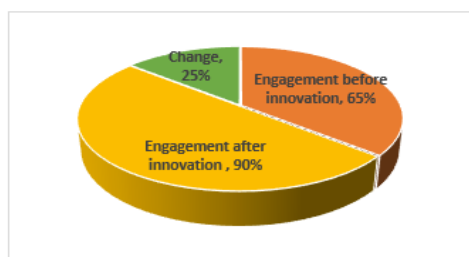
Comparative data on student engagement

Classes	Engagement before innovation (%)	Engagement after innovation (%)	Change
I-II	60%	88%	+28%
III-IV	65%	90%	+25%
V-VI	68%	92%	+24%

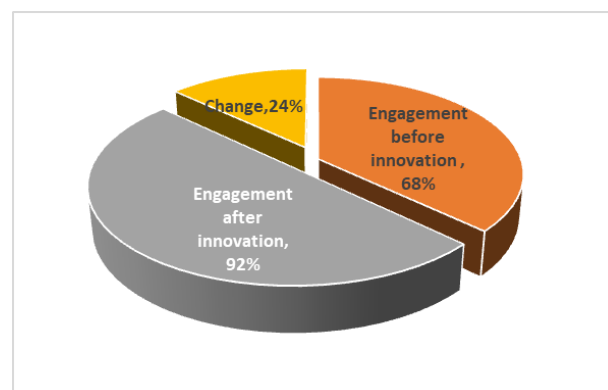
I-II



III-IV



V-VI



The graph shows an increase in engagement in all three age groups after innovative teaching. The trend is steadily upward, which confirms the effectiveness of the method.

The graph shows the dynamics of motivation by lesson stages. A sharp increase is observed at the group work and presentation stages.

Conclusion

The theoretical and practical material discussed in the paper demonstrated that the modernization of the educational process in music education is based on modern pedagogical principles, among which special importance is attached to:

- Student-centered learning;
- Collaborative and integrated activities;
- Use of technology;
- Complex tasks;
- Development of critical and creative thinking;
- Promotion of emotional intelligence.

Research has shown that a modern music lesson is no longer just a process of learning a song or memorizing musical lyrics.

Approaches, especially complex task-based learning, represent one of the most effective and transformative models of the modern educational process at the primary level, which combines knowledge, skills and creativity in a single activity. Such an approach creates a student-centered, dynamic and emotionally rich learning environment that contributes to the formation of a harmoniously developed personality.

Innovative music teaching and complex task-based approaches significantly change the teaching-learning process. Teaching moves from the traditional knowledge transfer model to an active, research-based and student-centered system.

Students develop: creative thinking, critical analysis, emotional intelligence, and social skills.

A modern music lesson is not only a space for acquiring musical knowledge, but also for the student's personal, emotional, and creative development.

- The importance of innovative teaching;
- The role of modern music lessons;

- The effectiveness of complex tasks;
- Increasing student motivation;
- Developing creative skills.

The study also confirmed that the role of the modern music teacher has changed significantly. He is no longer just a transmitter of information; the modern teacher represents:

- Facilitator;
- Organizer of the creative environment;
- Student supporter;
- Motivator;
- Leader of the research process.

It is also important that a contemporary music lesson creates a positive emotional environment that promotes student self-expression, the development of self-confidence, and the formation of social skills.

Accordingly, it can be said that the introduction of innovative teaching and learning approaches in music education is one of the important challenges and necessities of modern schools. Such approaches not only improve the quality of teaching, but also contribute to the formation of a harmoniously developed, creative and critically thinking personality.

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