



## PEDAGOGICAL CONDITIONS FOR ORGANIZING INDEPENDENT ACTIVITIES OF MEDICAL STUDENTS IN THE PROCESS OF MUSIC THERAPY

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**Abstract:** The article examines the pedagogical conditions for organizing independent activities of medical university students as part of their music therapy training. The importance of actively engaging students in independent work for developing their professional and personal qualities is emphasized. Research results are presented that confirm the effectiveness of using music therapy as a tool for enhancing students' emotional intelligence and stress resilience. Special attention is given to pedagogical conditions, including methodological support and ensuring an individualized approach.

**Keywords:** independent activity, medical students, music therapy, pedagogical conditions, professional development, emotional intelligence, stress resilience.

### Introduction

Modern medical education requires the integration of interdisciplinary approaches to train specialists capable of working in complex conditions and effectively interacting with patients. One such approach is the introduction of music therapy as a tool for developing the personal and professional qualities of future doctors. The pedagogical conditions created for organizing students' independent activities play a key role in the process of mastering music therapy skills, ensuring a deep and conscious immersion in the material. Pedagogical conditions are understood as a system of organizational, methodological, psychological, and content-related factors that contribute to the formation of students' readiness for independent work in the process of mastering music therapy [2].

### Research Methodology

The study was conducted at the Ferghana Medical Institute of Public Health. It involved 120 students from the 2nd to 4th years, divided into experimental and control groups. The experimental group took a course that included elements of independent work using music therapy, while the control group used traditional learning approaches.

The work was carried out in several stages:

**1. Diagnostic stage:** Emotional intelligence level testing [7] and stress resistance level assessment questionnaires were conducted. At this stage of the study, a comprehensive diagnosis of key parameters characterizing the emotional state and stress resistance of participants was carried out. As part of the diagnosis, a standardized test was conducted to determine the level of emotional intelligence, including an assessment of components such as the ability to identify, understand, and manage one's own emotions, as well as empathy and establishing effective interpersonal interactions. Additionally, participants completed a questionnaire aimed at assessing their stress resistance. The questionnaire included questions that evaluated responses to stressful situations, coping strategies, and the level of psychological adaptation in educational and professional contexts. The obtained data allowed for the creation of a comprehensive picture of the participants' emotional and stress-related background and the identification of key aspects requiring pedagogical intervention in the subsequent stages of the study.

**2. Organizational stage:** At this stage, a set of educational and pedagogical measures was developed and gradually implemented, aimed at stimulating students' independent activity and developing their professional and personal competencies.

As part of the implementation of this stage, the following actions were taken:

- **Providing access to educational resources:** Students were given a wide range of materials, including carefully selected musical compilations for music therapy practice, relevant scientific articles and research, as well as access to interactive platforms that contribute to the mastery of theoretical and practical aspects of the chosen discipline. This provided an opportunity for immersion in the educational process and strengthened motivation for self-directed learning [3].
- **Setting clear goals and objectives:** Educational goals and objectives were developed and formalized, adapted to the individual needs of students. This allowed them to focus their efforts on achieving specific results, ensuring the structure and sequence of educational activities.
- **Development of methodological recommendations:** Detailed methodological instructions were created, which included step-by-step guidelines, assessment criteria, and recommendations for the application of educational materials. These guidelines contributed to a more effective assimilation of knowledge and skills, as well as an increase in the level of students' independence [5].
- **Implementation of reflective diaries:** Students were asked to keep reflective diaries to regularly analyze and evaluate their achievements, experiences, and emerging difficulties. The diaries became a tool for self-analysis, helping to form a conscious attitude towards the educational process and contributing to the development of self-reflection skills. This set of measures ensured the creation of favorable conditions for students to actively engage in independent learning activities, which, in turn, increased the effectiveness of the educational process.

**3. Pedagogical support:** at this stage, a system of regular interaction between students and teachers was organized in the form of weekly consultations. These meetings provided not only methodological support but also contributed to the analysis of completed work, guiding students towards achieving educational goals.

Teachers offered explanations on complex aspects of the learning material, recommended approaches to completing assignments, and helped identify and eliminate errors. The consultations contributed to the development of skills in independent analysis and self-correction, which significantly improved the quality of educational activities. Simultaneously, they created conditions for students to receive feedback, which made it possible to adjust the educational process and consider the individual needs of the participants.

Emotional support became an important component of pedagogical guidance. The consultations served as a space for discussing difficulties faced by students and finding optimal solutions. Thanks to this approach, it was possible to increase the level of motivation, strengthen students' confidence in their abilities, and create an atmosphere of trust. Thus, regular meetings with teachers became an integral part of the successful educational process aimed at developing the professional and personal qualities of students [4].

**4. Analytical stage:** at this stage, a comprehensive comparative analysis of the data obtained before and after the pedagogical experiment was conducted. The study included processing and interpretation of indicators characterizing the development of students' professional and personal qualities.

Quantitative and qualitative methods were used for the analysis, which allowed not only to objectively assess the results but also to identify hidden trends and relationships. During the process, students' levels of emotional intelligence, stress resistance, motivation, reflective skills, and academic performance were compared. Particular attention was paid to analyzing the dynamics of changes in the experimental group compared to the control group, which allowed determining the effectiveness of the implemented pedagogical conditions. Analysis results showed a significant improvement in most key parameters in the experimental group, confirming the positive impact of the developed educational measures. These data became the basis for formulating conclusions and practical recommendations aimed at further improving the educational process.

**Research results:** indicate a significant positive influence of the proposed pedagogical conditions on the development of students' professional and personal qualities.

**1. Emotional intelligence:** [1]. Indicators increased by 25% in the experimental group, as confirmed by test

results

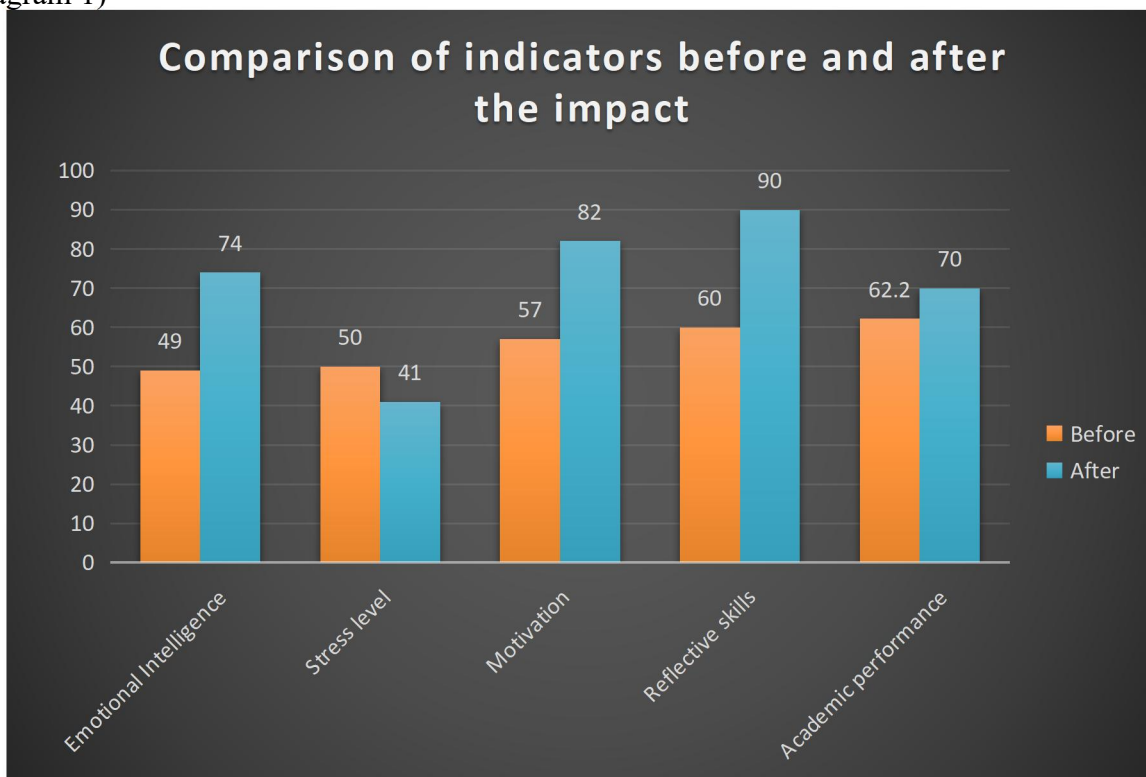
- 2. **Stress level:** Stress level reduction was 18% in the experimental group versus 7% in the control group.
- 3. **Motivation:** 85% of the experimental group participants noted an increase in motivation for learning and interest in mastering music therapy.
- 4. **Reflective skills:** 90% of the students in the experimental group successfully mastered the skills of keeping reflective journals.
- 5. **Academic performance:** The average score of students in the experimental group increased by 0.8 points compared to the control group. (Diagram 1)

### Discussion

Based on the obtained data, it can be asserted that creating pedagogical conditions, including purposeful planning and organization of independent work, contributes to the effective development of personal and professional qualities in future medical professionals.

Special attention should be given to the formation of reflective skills, which are a key factor in the process of independent activity. The use of music therapy not only increases the level of emotional intelligence but also allows students to recognize the importance of self-regulation and interpersonal interaction in professional practice [6].

(Diagram 1)



### Conclusions

The results of the conducted research convincingly confirm that music therapy, when implemented under pedagogically sound conditions, is an effective tool for developing emotional intelligence and increasing stress resistance in medical university students. This approach not only fosters key professional qualities but also contributes to improving students' psychological adaptation under conditions of intense academic workload. The development of emotional competence and the ability to cope with stress plays a crucial role in preparing future medical professionals, whose work demands a high degree of emotional stability and interpersonal skills. The organization of independent activities integrating elements of music therapy has proven effective in stimulating interest in academic pursuits and forming stable motivation for professional growth. Students not only become more actively engaged in the educational process but also demonstrate significant progress in developing reflective skills and the ability to self-analyze. Independent work built on

the integration of innovative methods such as music therapy positively impacts students' overall satisfaction with the educational process. Moreover, the system of pedagogical conditions developed and implemented as part of the experiment, based on providing access to diverse educational resources, methodological support for instructors, and active use of interactive technologies, has demonstrated high effectiveness. This system not only enhanced learning outcomes but also ensured the creation of a comfortable educational environment conducive to students' professional and personal development. In light of this, it is advisable to recommend the implementation of the proposed approach in medical university curricula. The integration of music therapy and accompanying pedagogical conditions into the educational process can significantly improve the quality of training for future specialists. This is particularly relevant given the growing demands on the professional and personal competencies of medical workers, for whom emotional resilience and the ability to manage stress are crucial components of professional activity.

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