

CRITERIA AND INDICATORS FOR PREPARING MUSIC EDUCATION STUDENTS FOR PROFESSIONAL ACTIVITY BASED ON INQUIRE-BASED LEARNING TECHNOLOGY

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Abstract. This article highlights the pedagogical possibilities, methods, and effectiveness of using *Inquire-based Learning* technology in teaching music disciplines. Its importance in the modern education system is scientifically substantiated. The study explains that this technology plays a significant role in developing students' independent thinking, research skills, ability to analyze problem situations, and creative approaches in the learning process.

Keywords: Music education, Inquire-based learning, inquiry-based learning, innovative pedagogical technologies, interactive methods, criteria and indicators.

Introduction. Today, the process of preparing future specialists in higher education is reaching a new qualitative stage. In particular, training students in music education through modern pedagogical technologies, forming their professional competencies, and directing them toward creative pedagogical activity are among the most urgent scientific and pedagogical issues.

In this process, it is important to move away from traditional approaches and apply innovative technologies that transform students into active subjects of the educational process. From this perspective, *Inquire-based Learning* technology is considered an effective didactic tool in preparing future music teachers for professional activity. This approach develops students' ability to conduct independent inquiry, analyze pedagogical problems, develop alternative solutions, and make innovative decisions in practice. As a result, students not only acquire theoretical knowledge but also gain competence in applying it in real pedagogical situations.

The relevance of this topic is based on the growing demand for teachers who are not only theoretically knowledgeable but also capable of independent thinking, analyzing pedagogical situations, applying innovative approaches, and making creative decisions. Therefore, defining criteria and indicators for preparing music education students for professional activity serves as an important scientific and practical foundation for assessing their pedagogical readiness.

The training of students in the field of music education for professional activity is one of the most important and complex tasks of higher education today. This process includes not only mastering theoretical knowledge but also forming pedagogical competencies, making independent decisions in practical activity, developing creative approaches, and strengthening the ability to analyze the educational process. In this regard, *Inquire-based Learning* technology plays an important didactic role in preparing future music teachers for professional activity. The main essence of this technology is based on transforming students from passive recipients of ready-made knowledge into active individuals who independently explore, analyze problem situations, and develop pedagogical conclusions. Therefore, engaging students in active cognitive processes and developing their independent thinking and creativity is of great importance in professional training.

The organization of professional training based on *Inquire-based Learning* requires a system of criteria and indicators, since these criteria determine the level of professional development, formation of pedagogical competencies, and quality of practical training. These criteria are divided into several main areas: cognitive, activity-based, creative, and reflective criteria.

The cognitive criterion reflects students' level of theoretical knowledge in music education, understanding of pedagogical and methodological concepts, and comprehension of the essence of Inquire-based Learning technology. Indicators of this criterion include the ability to correctly explain scientific concepts, analyze pedagogical theories, and apply them in the educational process.

The activity-based criterion reflects students' practical pedagogical skills. It includes lesson planning, creating problem situations, asking questions, guiding students' activities, and effectively using interactive methods. In the inquiry-based learning process, the student becomes an active subject of the pedagogical process and gains real practical experience.

The creative criterion reflects the level of innovative thinking, the ability to develop new pedagogical approaches, and the use of non-traditional methods. In the field of music education, this criterion is expressed through the analysis of educational materials, finding alternative solutions, and developing creative assignments.

The reflective criterion refers to the ability to analyze one's own pedagogical activity, identify mistakes, and correct them. Reflection plays an important role in ensuring continuous professional development. In the inquiry-based learning process, students evaluate their research results, review them, and improve their performance.

Based on these criteria, a system of indicators is developed to assess students' professional readiness. These include the ability to independently formulate problems, analyze pedagogical situations, use interactive methods, work in groups, and apply digital learning tools.

The effective implementation of Inquire-based Learning ensures students' active participation in the learning process. They act not only as listeners but also as researchers, analysts, and creators. This significantly contributes to the development of their professional competencies.

In music education, this technology is implemented through problem-based questions, creative assignments, analysis of musical materials, and modeling of pedagogical situations. This develops students' pedagogical thinking and increases their professional readiness.

The assessment and development of students' professional competencies are carried out through a system of criteria that comprehensively evaluates theoretical knowledge, practical skills, creativity, and reflective abilities.

Criteria and indicators. The cognitive criterion is the first important direction. It reflects the level of students' theoretical knowledge in music education, understanding of pedagogical and methodological concepts, and comprehension of Inquire-based Learning technology. It also evaluates the ability to analyze pedagogical theories and apply them in practice. This criterion determines the level of scientific and pedagogical thinking.

The activity-based criterion reflects students' practical readiness. It includes lesson planning, creating problem situations, asking questions, guiding students toward independent learning, and effectively using interactive methods. This criterion determines the ability to organize and manage real pedagogical processes.

The creative criterion reflects the level of innovative thinking and creativity. It includes the ability to develop new pedagogical ideas, use non-traditional methods, design creative tasks, and independently analyze musical materials. This criterion ensures the formation of an innovative teacher.

The reflective criterion refers to the ability to analyze pedagogical activity, identify mistakes, and improve professional performance. It ensures continuous professional development.

The communicative criterion includes communication culture, teamwork skills, the ability to express ideas clearly and convincingly, and the ability to solve problems collaboratively. This is an important factor in professional pedagogical activity.

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The digital competence criterion is particularly important in modern education. It includes the ability to use LMS platforms, multimedia tools, digital learning resources, and organize online learning processes. This criterion reflects adaptation to the modern digital environment.

Conclusion. In conclusion, preparing music education students for professional activity based on Inquire-based Learning technology is one of the most important tasks of modern higher education. This technology develops not only theoretical knowledge but also students' ability to analyze pedagogical problems and apply practical solutions.

Research shows that Inquire-based Learning effectively develops cognitive, activity-based, creative, reflective, communicative, and digital competencies. This contributes to the formation of future music teachers as innovative and creative professionals.

Furthermore, the system of criteria and indicators allows for accurate assessment of students' development levels, identification of strengths and weaknesses, and development of individual learning trajectories. This significantly improves the quality of education and pedagogical effectiveness.

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