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INTERACTIVE TEACHING METHODS FOR MEDICAL STUDENTS IN THE PROCESS OF MUSIC THERAPY

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Abstract: This article examines the importance and positive aspects of interactive teaching methods for medical students in the process of music therapy. It is also emphasized that interactive methods in teaching music therapy for medical students help to consolidate students' theoretical knowledge with practical skills, and teach them creative and analytical thinking.

Keywords:interactive teaching methods, music therapy, Case-study (case analysis, Feedback sessions, Audiovisual materials, Psychology, physiotherapy, medicine, student.

Introduction: The use of interactive methods for teaching music therapy to medical students is effective, as these methods increase students' interest in the lesson, make them active participants, and help them better understand the essence of therapy.
The following are interactive teaching methods:

1. Situational (role-playing) games: Assigning student roles as patients and therapists. Simulating the music therapy process. Each participant performs their role and experiences the practical aspects of the therapy.

2. Use of audiovisual materials: Demonstrating video and audio materials related to music therapy during the lesson. Observing and discussing the work of renowned music therapists.

3. Practical workshops: Providing students with the opportunity to try various music therapy methods in practice. For example, listening to music, creating rhythms, or performing together.

4. Group discussions: Students are divided into small groups and exchange views on the effectiveness and application of music therapy. Analyzing the influence of different musical genres.

5. Interactive games and quizzes: Organizing games that include questions and tasks related to music therapy. For example, questions about the historical development of music therapy or the instruments used.

6. Case studies: Students are presented with real or similar cases. Each group proposes its own solution, and the results are discussed.

7. Musical creative assignments: Students are tasked with creating their own musical compositions or adapting existing music for therapeutic purposes. This method develops creativity and contributes to a deeper understanding of music therapy.

8. Feedback sessions: After the lesson, students share their experiences. This process creates an open dialogue between the teacher and students.

9. Virtual and AR/VR technologies: Creating opportunities to experiment with music therapy in a virtual environment. Teaching students' various aspects of therapy using special AR/VR programs.

10. Individual and group therapy sessions: Dividing students into two groups: one plays the role of therapists and the other patients. Each group demonstrates the therapy process in practice. These methods not only make learning music therapy interesting for medical students but also help them develop their professional skills.

Additional methods and strategies can be used to expand and enhance the effectiveness of interactive methods in teaching music therapy. Below is a detailed description:

a) Stress management exercises through music: Introducing students to stress management techniques using various types of music. Students test the influence of music on themselves using tools that assess stress levels.

b) Collaboration with cross-functional teams: Organizing seminars together with other specialists in psychology, physiotherapy, or the arts. Students experience the application of music therapy in various fields.

d) Analysis of musical imagery and emotions: Students are asked to listen to various musical works and describe or analyze the emotions they feel. This method deepens the study of music's emotional impact.

e) Learning and using musical instruments: Students try various musical instruments (for example, drums, pianos, guitars). The role and influence of each instrument in therapy is discussed.

f) The neurobiological foundations of music therapy: Providing students with scientific information about the influence of music on brain function. The effect of music on brain areas is explained using special educational materials (videos, graphics).

g) Intercultural music therapy: Studying the national music of different cultures and their therapeutic potential. Students analyze the role of national musical heritage in therapy.

h) Interactive mobile applications and platforms: Conducting training sessions using music therapy-related applications (e.g., Calm, Headspace) and interactive platforms. Students experience the therapeutic potential of these applications in practice. i) Creative writing with music: Students expresses their feelings in written form with musical accompaniment. This method examines the influence of music on the creative process. j) Working with real patient experiences: Analyzing real stories or interviews of patients who have used music therapy.
This method helps students understand the real-life results of therapy. k) Research projects and experiments: Students are assigned to implement small research projects related to music therapy. For example, observing the effects of different music on heart rate or breathing. l) Music-based meditation sessions: Students are given the opportunity to create a special musical background for meditation and test it on themselves.

The physiological and psychological benefits of meditation are discussed. m) Studying the history of music therapy: Conducting lessons on the development of music therapy, its role in ancient cultures, and modern approaches. Students understand the evolution of music therapy. n) Working with a virtual patient: Conducting music therapy with a virtual patient using AR/VR technologies. Students learn the therapy process in conditions close to real situations. o) Group music therapy sessions: Students apply their created therapy methods in groups. Each group evaluates and discusses the approaches of other groups. p) Applying musical technologies: Using special programs to create music (e.g., GarageBand, FL Studio). Students create their own musical compositions and test methods for using them in therapy. These methods further engage

students in music therapy and reinforce their theoretical knowledge with practical skills. Conclusion: In conclusion, we can say that interactive methods in teaching music therapy to medical students help strengthen students' theoretical knowledge with practical skills and teach them creative and analytical thinking. Through these methods, students gain a deeper understanding of the physiological, psychological, and social effects of music therapy. They also have the opportunity to practice effective approaches used in working with patients. The teaching of music therapy should not be limited to theoretical concepts but should be enriched through practical exercises, experiments, and various modern technologies. Recommendations 1. Increase practical classes: It is recommended to enhance students' practical experience by organizing real or simulated therapy sessions. 2. Apply a multidisciplinary approach: Teaching music therapy in conjunction with other medical fields (psychology, physiotherapy, neurology) expands students' knowledge and allows them to apply it in various fields. 3. Use modern technologies: We recommend using AR/VR, mobile applications, and computer programs in organizing music creation and therapy classes. 4. Study the cultural aspects of music therapy: Exploring the musical heritage of different peoples and their therapeutic potential broadens students' worldview and teaches them to consider intercultural differences. 5. Support scientific research: It is beneficial to engage students in implementing small research projects aimed at studying the effectiveness of music therapy. 6. Introduce a feedback system: It is necessary to implement a system of regular feedback collection to study students' attitudes and needs regarding the learning process. 7. Develop creativity: Providing students with opportunities to create their own musical works or adapt existing music for therapeutic purposes develops creative thinking. 8. Study patients' real experiences: It is recommended to show students real applications by analyzing meetings with patients who have used music therapy and their stories. By implementing these recommendations into the educational process, medical students will not only master music therapy but also develop skills for its effective application to patients in the future. References

Conclusion: In conclusion, it can be said that interactive methods in teaching music therapy to medical students contribute to strengthening students' theoretical knowledge with practical skills, teaching them creative and analytical thinking. Through these methods, students gain a deeper understanding of the physiological, psychological, and social effects of music therapy. They will also have the opportunity to practice effective approaches used in working with patients. The teaching of music therapy should not be limited to theoretical concepts, but should be enriched through practical exercises, experiments, and various modern technologies.

Recommendations

Increasing the number of practical classes: It is recommended to increase the practical experience of students by organizing real or simulated therapy classes.

2. The application of a multidisciplinary approach: Teaching music therapy in conjunction with other medical fields (psychology, physiotherapy, neurology) expands students' knowledge and allows them to be applied in various fields.

3. The use of modern technologies: We recommend using AR/VR, mobile applications, and computer programs in the organization of music creation and therapy classes.

4. Studying the cultural aspects of music therapy: Studying the musical heritage of different peoples and their therapeutic potential expands students' horizons and teaches them to take into account intercultural differences.

5. Support for scientific research: It is useful to engage students in the implementation of small research projects aimed at studying the effectiveness of music therapy.

6. Introduction of a feedback system: It is necessary to introduce a system of regular feedback collection to study students' attitudes and needs towards the learning process.

7. Developing creativity: Providing students with the opportunity to create their own musical works or process existing music for therapeutic purposes develops creative thinking.

8. Study of patients' real experiences: It is recommended to show students real applications by analyzing meetings with patients who have used music therapy and their stories.

By implementing these recommendations into the educational process, medical students will not only master music therapy, but also develop skills in its effective application to patients in the future.

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