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THE IMPACT OF BLENDED LEARNING TECHNOLOGIES ON THE DEVELOPMENT OF STUDENTS' CREATIVE COMPETENCIES IN MUSIC EDUCATION

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Abstract

This article examines the pedagogical potential of blended learning technologies in the development of students' creative competencies within music education. The study is grounded in the theoretical principles of competency-based pedagogy, constructivist learning theory, and digital educational environments. It explores how the integration of traditional music instruction with multimedia tools, virtual practice environments, and online collaborative platforms enhances students' musical thinking, interpretative autonomy, and creative expression. The research is based on a pedagogical experiment conducted in higher and secondary music education settings, comparing traditional teaching approaches with blended learning models. The findings demonstrate that blended learning fosters active engagement, independent learning, and innovative artistic practices, contributing to measurable growth in creative competencies. The study proposes a competency-oriented methodological model for music instruction and highlights pedagogical conditions necessary for the effective implementation of blended learning technologies. The results provide theoretical and practical implications for music educators, curriculum designers, and researchers working in the field of digital and arts education.

Keywords: Blended learning; music education; creative competencies; competency-based education; digital pedagogy; musical thinking; interpretative skills; creative expression; multimedia learning; virtual practice; project-based learning; educational technology; student-centered learning; artistic development; pedagogical innovation.

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Introduction

The transformation of modern education under the influence of digital technologies has fundamentally reshaped pedagogical paradigms across disciplines, including the field of music education. The increasing integration of information and communication technologies into educational processes has created new opportunities for enhancing teaching methods, expanding learning environments, and supporting students' creative development. In this context, the concept of blended learning has emerged as a significant methodological approach that combines traditional face-to-face instruction with digital and online learning experiences. Its relevance is particularly evident in music education, where the interaction of cognitive, emotional, and creative processes requires flexible and multidimensional pedagogical strategies.

Contemporary educational policy and research emphasize the importance of competency-based approaches aimed at developing learners' creative, analytical, and communicative abilities rather than focusing solely on knowledge reproduction. Music education, as an artistic and cultural domain, plays a crucial role in fostering these competencies. However, traditional instructional models often prioritize technical accuracy and reproduction of musical works, leaving limited space for experimentation, improvisation, and personal interpretation. As a result, the potential for developing students' creative competencies remains insufficiently realized in many educational contexts.

Blended learning offers a promising solution to this challenge by integrating classroom interaction with digital resources such as multimedia materials, online collaboration platforms, and virtual performance environments. For example, students can explore theoretical concepts through interactive applications, practice performance techniques with digital feedback tools, and participate in collaborative creative projects beyond the physical classroom. Such learning environments encourage independent exploration, reflective thinking, and artistic innovation.

Despite the growing interest in digital technologies within music education, the methodological foundations for systematically developing creative competencies through blended learning remain underexplored. There is a need for comprehensive pedagogical models that align technological tools with artistic

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objectives and competency-based learning outcomes. Addressing this gap constitutes the central research problem of the present study.

The aim of this article is to theoretically substantiate and methodologically design the process of developing students' creative competencies in music education through blended learning technologies. The research focuses on identifying the pedagogical conditions, instructional strategies, and assessment approaches that contribute to effective creative development. The study also examines the impact of blended learning on students' motivation, interpretative skills, and artistic independence. By analyzing theoretical perspectives and experimental findings, the article seeks to demonstrate how blended learning can transform music education into a dynamic, student-centered, and creativity-oriented process.

Theoretical foundations of blended learning in music education. The rapid transformation of contemporary education under the influence of digital technologies has necessitated the reconsideration of pedagogical approaches in arts and music instruction. Within this context, blended learning has emerged as a theoretically grounded and practically effective educational paradigm that integrates traditional face-to-face instruction with digital and online learning environments. In music education, where cognitive, emotional, and creative components interact simultaneously, the theoretical foundations of blended learning acquire particular significance. This approach enables the harmonization of individual artistic expression with structured pedagogical guidance, thus creating conditions for the development of students' creative competencies, interpretative skills, and musical thinking.

Blended learning is commonly defined as a pedagogical model that combines direct classroom interaction with technology-mediated learning processes in a unified educational environment. From a didactic perspective, it is not merely a mechanical combination of offline and online formats, but rather a holistic system that restructures learning activities, roles, and outcomes. The pedagogical essence of blended learning lies in its capacity to individualize instruction, diversify learning resources, and foster active, student-centered engagement. In music education, this model supports the simultaneous development of theoretical knowledge, practical performance skills, and creative experimentation. For instance, students may study music theory through digital platforms, practice

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performance techniques with the guidance of a teacher in classroom settings, and refine their interpretations through virtual simulations or recorded feedback sessions. Such integration allows learners to progress at their own pace while maintaining pedagogical supervision and artistic mentoring.

The theoretical underpinnings of blended learning are closely linked with constructivist and competency-based educational paradigms. Constructivist theory emphasizes active knowledge construction through interaction, reflection, and experiential learning. In the context of music education, this translates into exploratory learning processes where students analyze musical works, experiment with sound, and interpret artistic material through personal creative engagement. Blended learning environments provide opportunities for such engagement by incorporating multimedia content, interactive tasks, and collaborative online activities. Competency-based education, on the other hand, prioritizes the formation of transferable skills, including creativity, critical thinking, and communication. The integration of blended learning into music pedagogy facilitates the development of these competencies by offering flexible pathways for artistic self-expression and independent learning.

Digital technologies play a pivotal role in modern music education and form the technological foundation of blended learning models. The expansion of audio-visual resources, music production software, online notation tools, and virtual learning platforms has transformed traditional approaches to teaching music. Contemporary students are no longer passive recipients of information; they become active creators of musical content. For example, digital audio workstations enable learners to compose and edit music independently, while interactive applications allow them to visualize harmony, rhythm, and structure in real time. Virtual rehearsal environments simulate ensemble participation, supporting collaborative creativity even outside the physical classroom. These tools contribute not only to technical skill development but also to the enhancement of musical imagination and interpretative flexibility.

The integration of traditional teaching methods with online learning environments represents a key theoretical principle of blended music education. Classical pedagogical approaches—such as direct instruction, demonstration, and guided performance—remain essential for transmitting artistic traditions and

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ensuring technical accuracy. However, when complemented by digital resources, these approaches become more dynamic and responsive to learners' needs. For instance, in traditional music classes, students often depend on limited rehearsal time and immediate teacher feedback. In a blended format, learners can record their performances, analyze them using digital tools, and receive asynchronous feedback from instructors. This continuous learning cycle strengthens reflective thinking and supports self-regulated artistic development. Similarly, theoretical topics such as music history and analysis can be explored through multimedia lectures, interactive timelines, and virtual museum experiences, which deepen contextual understanding and cultural awareness.

The pedagogical integration of offline and online components also transforms the role of the teacher in music education. Rather than functioning solely as a transmitter of knowledge, the educator becomes a facilitator, mentor, and designer of learning environments. This shift aligns with contemporary educational theories emphasizing learner autonomy and collaborative knowledge construction. Teachers guide students in navigating digital resources, interpreting musical content, and engaging in creative projects. Consequently, the learning process becomes more dialogic, reflective, and practice-oriented.

International experiences demonstrate the growing relevance and effectiveness of blended learning in arts education. In many higher education institutions worldwide, digital platforms are used to complement studio-based instruction, enabling students to access master classes, virtual performances, and collaborative composition projects. Such initiatives expand the educational space beyond physical classrooms and create opportunities for intercultural artistic exchange. For example, music students in technologically advanced learning environments often participate in global online ensembles, where they collaborate with peers from different countries, share compositions, and receive feedback from international experts. This exposure enhances not only technical proficiency but also artistic diversity and cultural competence.

National experiences in implementing blended learning within music education also reflect a gradual shift toward innovation. Educational reforms increasingly emphasize the integration of information technologies into arts instruction, recognizing their potential to enhance motivation, accessibility, and creativity. In

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many contexts, institutions are introducing learning management systems, digital libraries, and online performance archives to support music students. Such developments are particularly significant in regions where access to diverse musical resources is limited, as digital platforms provide opportunities to engage with global artistic heritage. The incorporation of national musical traditions into blended learning environments further strengthens cultural identity while promoting modern pedagogical practices.

The theoretical foundations of blended learning in music education therefore rest on the interaction of pedagogical theory, technological advancement, and artistic practice. This approach creates a multidimensional learning environment where traditional values of music pedagogy coexist with innovative methods and digital tools. It supports the formation of creative competencies by enabling students to experiment, reflect, and collaborate across diverse learning contexts. Moreover, blended learning fosters a balance between guided instruction and independent exploration, which is essential for artistic growth.

From a methodological standpoint, the effectiveness of blended learning in music education depends on carefully designed instructional strategies, pedagogical coherence, and technological accessibility. Theoretical models emphasize the importance of aligning learning objectives, teaching methods, and assessment tools within a unified framework. When implemented systematically, blended learning becomes not only a technological solution but also a pedagogical philosophy that redefines the nature of music education in the digital age. It encourages lifelong learning, supports creative autonomy, and prepares students for professional artistic activity in an increasingly interconnected cultural environment.

Creative competencies in music education: structure and pedagogical significance. The concept of creative competencies occupies a central position in contemporary music pedagogy, particularly within the framework of competency-based education and student-centered learning. In modern educational discourse, creativity is not perceived as an innate talent limited to exceptional individuals, but rather as a dynamic and developable capacity that emerges through purposeful pedagogical interaction, reflective practice, and artistic engagement. In music education, creative competencies represent a

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complex system of intellectual, emotional, and practical abilities that enable learners to interpret musical content, generate original artistic ideas, and express personal meanings through performance and composition. These competencies are directly related to the formation of professional musicianship as well as to the broader development of aesthetic culture and cultural identity.

Creative competencies in music learning can be defined as an integrative set of skills, knowledge, attitudes, and cognitive processes that support artistic imagination, interpretative thinking, improvisation, and expressive communication. Their structure is multidimensional and includes several interrelated components. The cognitive component involves musical literacy, theoretical understanding, analytical listening, and the ability to recognize stylistic and structural elements of musical works. The emotional component is associated with empathy, aesthetic perception, and sensitivity to sound and artistic imagery. The operational component includes performance skills, improvisation techniques, and compositional experimentation, while the reflective component relates to self-assessment, interpretation, and creative decision-making. Together, these elements form a holistic framework through which students engage with music not only as performers but also as creators and interpreters.

The development of musical thinking constitutes a fundamental dimension of creative competencies. Musical thinking is characterized by the capacity to perceive, analyze, and conceptualize sound as an expressive medium. It integrates auditory perception, symbolic reasoning, and imaginative processing. In educational practice, musical thinking develops through activities such as score analysis, comparative listening, and creative interpretation of musical material. For example, when students examine a classical composition, they are encouraged to identify thematic structures, harmonic progressions, and emotional dynamics, and subsequently reinterpret these elements through their own performance. Such processes stimulate divergent thinking, enabling learners to explore multiple interpretative possibilities rather than relying on a single "correct" version.

Interpretation skills represent another essential dimension of creative competence in music education. Interpretation involves the transformation of notated musical

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text into a meaningful artistic expression, requiring a combination of technical mastery, emotional insight, and cultural understanding. Pedagogically, this skill develops through guided performance practice, critical reflection, and contextual analysis. For instance, students performing a folk melody may be asked to explore its historical and cultural background, adapt its expressive nuances, and present different interpretative variants. This process strengthens the ability to make independent artistic decisions and fosters a deeper connection between performer and musical material.

Creative expression, as a core outcome of music education, manifests through improvisation, composition, and innovative performance practices. In blended and contemporary learning environments, students can experiment with digital tools, recording technologies, and collaborative platforms to create original musical products. For example, learners may compose short pieces using digital audio workstations, remix traditional melodies, or participate in virtual ensemble projects. Such experiences expand the boundaries of traditional music pedagogy and encourage students to perceive themselves as active creators rather than passive recipients of artistic knowledge.

The formation of creative competencies in music education is significantly influenced by psychological and pedagogical factors. Motivation, emotional engagement, and self-efficacy play decisive roles in shaping students' creative behavior. Learners who experience supportive and inspiring educational environments demonstrate higher levels of artistic initiative and originality. Conversely, rigid instructional methods and excessive emphasis on technical accuracy may limit creative exploration. Pedagogical research indicates that creativity flourishes when students are encouraged to experiment, take risks, and reflect on their artistic experiences. The teacher's role is therefore not only to provide technical instruction but also to cultivate a psychologically safe space where students feel confident in expressing their ideas.

Social interaction and collaborative learning also contribute to the development of creative competencies. Ensemble performance, group composition projects, and peer feedback sessions foster communication skills and collective creativity. Through collaboration, students learn to negotiate artistic meanings, integrate diverse perspectives, and develop interpretative flexibility. For example,

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participation in ensemble rehearsals requires students to adapt their performance to others, interpret musical cues, and respond creatively to emerging musical contexts. This process enhances both individual and collective artistic thinking.

From a pedagogical standpoint, the competency-based approach provides a theoretical foundation for the systematic development of creativity in music education. Unlike traditional knowledge-oriented models, competency-based pedagogy focuses on the practical application of skills and the integration of knowledge, attitudes, and experience. In music education, this approach emphasizes the formation of abilities such as creative problem-solving, improvisation, and interpretative autonomy. Assessment strategies within this framework prioritize performance-based evaluation, project work, and reflective portfolios rather than solely theoretical examinations. Such methods allow educators to measure not only technical proficiency but also originality, artistic depth, and creative growth.

The competency-based paradigm also aligns with the demands of contemporary cultural and professional environments. Musicians today are expected to demonstrate versatility, adaptability, and innovative thinking. The ability to compose, arrange, perform, and collaborate across digital and physical platforms has become essential for professional success. Consequently, music education must move beyond the reproduction of established repertoires toward the cultivation of creative agency and artistic independence. Creative competencies thus become not only educational outcomes but also key indicators of professional readiness.

The pedagogical significance of creative competencies extends to the broader aims of education, including the development of cultural awareness, emotional intelligence, and lifelong learning skills. Music, as an art form, provides unique opportunities for personal expression and intercultural dialogue. Students who develop creative competencies are more likely to engage actively in cultural life, appreciate artistic diversity, and contribute to the preservation and transformation of musical traditions. In this sense, creativity in music education serves both individual and societal purposes.

Therefore, the structure and pedagogical significance of creative competencies in music education reveal their role as a central component of modern pedagogical

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systems. They integrate cognitive, emotional, and practical dimensions of learning, support artistic identity formation, and prepare students for participation in contemporary musical culture. When nurtured through innovative teaching methods and supportive learning environments, these competencies enable learners to transform musical knowledge into meaningful creative practice, thereby reinforcing the relevance of music education in the digital and culturally diverse world.

Methodological model for developing creative competencies through blended learning. The methodological model for developing creative competencies through blended learning in music education is grounded in contemporary pedagogical theory, competency-based education, and the integration of digital technologies into artistic practice. This model is designed within the framework of higher and secondary music education, where the learning process is not limited to the acquisition of theoretical knowledge and technical skills but is oriented toward the formation of creative thinking, interpretative autonomy, and artistic self-expression. The object of this research is the process of teaching music within formal educational institutions, while the subject is the methodology for fostering students' creative competencies through a structured and pedagogically justified blended learning environment.

The proposed methodological model is based on the assumption that creative competencies develop most effectively when students are engaged in diverse learning contexts that combine traditional pedagogical interaction with technology-enhanced experiences. In conventional music instruction, the emphasis is often placed on repetition, reproduction of musical texts, and technical precision. While these elements remain essential, they do not fully address the need for creativity, improvisation, and individual interpretation. Blended learning expands the pedagogical framework by introducing digital platforms, multimedia tools, and virtual environments that enable students to experiment with sound, explore alternative interpretations, and collaborate creatively.

The design of a blended learning environment in music education involves the systematic integration of face-to-face instruction with online learning components. Traditional lessons provide direct interaction with the teacher,

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demonstration of performance techniques, and immediate feedback, which are crucial for developing musical accuracy and expressive skills. Simultaneously, digital platforms offer opportunities for independent exploration and creative experimentation. For example, students may access video tutorials on instrumental techniques, participate in virtual rehearsals, or use notation software to compose original musical fragments. Multimedia tools such as audio recording applications and interactive listening platforms support reflective learning by allowing students to analyze their performances, compare interpretations, and refine artistic decisions.

Virtual practice environments represent a particularly significant element of the blended model. Through simulation technologies and online collaboration tools, students can engage in ensemble work, improvisation sessions, and creative projects beyond the physical classroom. For instance, a group of students studying harmony may collectively create a digital arrangement of a musical piece, exchange feedback through online platforms, and present their work during classroom discussions. This integration enhances both technical and creative competencies, as learners experience music as a collaborative and dynamic process.

Teaching strategies within this methodological model prioritize active and student-centered learning. Interactive tasks are designed to stimulate critical and creative thinking, encouraging students to interpret musical material rather than merely reproduce it. Project-based learning serves as a core pedagogical strategy, allowing learners to engage in long-term creative activities such as composing, arranging, or producing music. For example, students may be assigned to create a thematic composition inspired by a specific cultural tradition, using digital tools for sound design and presentation. Such projects foster independent research, artistic experimentation, and interdisciplinary thinking.

Online collaboration also plays a crucial role in developing creative competencies. Digital communication platforms enable students to exchange ideas, co-create musical works, and participate in peer evaluation. This collaborative environment reflects contemporary professional practices in music production and performance, where artists frequently work across geographical boundaries. Through online discussions, shared recordings, and virtual rehearsals, students

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learn to negotiate artistic perspectives, adapt to diverse musical styles, and develop collective creativity.

Creative assignments further reinforce the methodological framework by encouraging students to express personal interpretations and experiment with musical forms. These assignments may include improvisation exercises, reinterpretation of classical pieces, or the integration of traditional and modern musical elements. For example, learners might be asked to reinterpret a traditional melody using electronic instruments or to create a multimedia presentation combining music, visual art, and narrative elements. Such tasks promote originality, aesthetic awareness, and the ability to connect musical expression with broader cultural contexts.

The effectiveness of the methodological model is evaluated through a комплекс of research methods that ensure both scientific validity and pedagogical reliability. A pedagogical experiment constitutes the central method, allowing for the comparison of traditional and blended learning approaches in the development of creative competencies. Experimental and control groups are formed to observe differences in learning outcomes, engagement, and artistic performance. Competency diagnostics are applied to assess students' cognitive, emotional, and practical abilities related to creativity. These diagnostics include performance analysis, creative portfolios, and reflective self-assessments.

Observation is employed to monitor students' participation, interaction, and creative initiative during both classroom and online activities. Testing methods are used to evaluate theoretical knowledge and its application in creative tasks, while qualitative analysis provides insights into interpretative depth and originality. The criteria for assessing creative activity are developed based on indicators such as flexibility of thinking, originality of ideas, interpretative independence, emotional expressiveness, and technical integration of musical elements. For instance, a student's composition may be evaluated not only for structural coherence but also for innovation, expressive intent, and the ability to integrate digital and traditional musical techniques.

The methodological model also emphasizes continuous feedback and reflective practice. Students are encouraged to analyze their own learning processes, identify strengths and challenges, and set creative goals. Digital portfolios serve

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as a tool for documenting artistic progress, enabling both teachers and learners to track the development of competencies over time. This reflective dimension supports self-regulated learning and enhances the sustainability of creative growth.

From a pedagogical perspective, the implementation of this model requires the alignment of instructional objectives, technological resources, and assessment strategies. Teachers must possess not only musical expertise but also digital literacy and methodological competence to design effective blended learning experiences. Institutional support, access to technological infrastructure, and professional development programs are essential conditions for successful implementation.

Thus, the methodological model for developing creative competencies through blended learning represents a holistic and dynamic system that integrates pedagogical theory, technological innovation, and artistic practice. It transforms music education into an interactive and exploratory process where students actively construct knowledge, experiment with musical ideas, and develop their creative identities. By combining traditional instruction with digital opportunities, the model enhances the effectiveness of music education and prepares learners for participation in contemporary artistic and cultural environments.

Analysis of experimental results and effectiveness of blended learning. The evaluation of the effectiveness of blended learning in the development of students' creative competencies in music education requires a systematic pedagogical experiment supported by both quantitative and qualitative research methods. Within the framework of this study, the experimental work was organized as a multi-stage process aimed at identifying the pedagogical potential of blended learning technologies in comparison with traditional instructional approaches. The research was conducted in higher and secondary music education contexts, where students were engaged in structured learning activities combining classroom instruction and digital learning environments.

The organization of the pedagogical experiment followed a phased design ensuring methodological validity and reliability. The initial stage involved diagnostic assessment, during which students' baseline levels of creative competencies were identified. This phase included performance analysis,

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creativity-oriented tasks, and questionnaires designed to measure motivation, interpretative autonomy, and engagement in musical activities. The second stage consisted of the formative intervention, where the experimental group was exposed to a blended learning model incorporating multimedia resources, online collaboration platforms, virtual practice tools, and project-based assignments, while the control group continued learning through conventional face-to-face instruction. The final stage involved summative assessment and comparative analysis of learning outcomes, enabling the identification of changes in students' creative competencies and overall artistic development.

The comparative analysis of traditional and blended learning approaches revealed substantial differences in pedagogical effectiveness, particularly in relation to student engagement, independence, and creative output. In traditional music instruction, learning processes often remained teacher-centered, with emphasis on technical reproduction of musical works and adherence to established interpretative standards. While this approach ensured accuracy and discipline, it provided limited opportunities for experimentation and self-expression. In contrast, the blended learning environment fostered active participation and creative exploration. Students were encouraged to compose, improvise, and reinterpret musical materials using digital tools and collaborative platforms. For example, learners in the experimental group participated in virtual ensemble projects, created original compositions using notation software, and shared recorded performances for peer and instructor feedback. These activities stimulated reflective learning and enhanced interpretative flexibility.

The dynamics of students' creative competencies were assessed through continuous monitoring and diagnostic procedures throughout the experimental period. The results indicated a noticeable increase in the levels of originality, interpretative independence, and emotional expressiveness among students exposed to blended learning. Their performances demonstrated greater diversity of artistic solutions and more confident engagement with musical material. For instance, during performance evaluations, students from the experimental group displayed a higher capacity for stylistic variation, improvisation, and personal interpretation compared with those in the control group, whose performances were more technically accurate but less expressive and innovative. Similarly,

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creative assignments revealed that learners working within the blended model were more inclined to experiment with musical structure, integrate digital sound elements, and present interdisciplinary artistic projects.

The statistical analysis of the collected data confirmed the positive impact of blended learning technologies on the development of creative competencies. Comparative measurements showed measurable growth in key indicators such as creative initiative, interpretative decision-making, and collaborative participation. Quantitative data obtained from assessment rubrics, test scores, and performance evaluations were complemented by qualitative observations, which provided deeper insights into students' attitudes and behavioral changes. Interviews and reflective journals indicated that students in the experimental group experienced increased motivation, confidence, and interest in music learning. They reported that digital tools facilitated independent practice, while online communication enhanced their ability to exchange ideas and receive constructive feedback.

Qualitative interpretation of the findings revealed that blended learning contributes not only to skill acquisition but also to the transformation of the learning culture within music education. Students became more active participants in the educational process, assuming responsibility for their artistic development. They demonstrated improved self-regulation, critical reflection, and capacity for collaborative creativity. For example, peer review activities encouraged learners to evaluate performances constructively and to integrate feedback into their own artistic practice. This collaborative dimension reinforced the social nature of musical creativity and strengthened communication competencies.

The discussion of pedagogical conditions ensuring the effectiveness of blended learning highlights several essential factors. First, the integration of digital technologies must be pedagogically justified rather than purely technical. The success of blended learning depends on the alignment of technological tools with educational objectives and creative outcomes. Second, the role of the teacher remains crucial as a facilitator, mentor, and designer of learning environments. Effective guidance is necessary to help students navigate digital resources, interpret musical content, and engage in meaningful creative tasks. Third, the availability of technological infrastructure and institutional support significantly

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influences the implementation process. Access to multimedia tools, online platforms, and digital resources creates conditions for continuous learning and artistic experimentation.

Another critical condition is the adoption of flexible assessment strategies that reflect the multidimensional nature of creative competencies. Traditional evaluation methods focusing solely on technical accuracy are insufficient for measuring creativity. Performance-based assessment, project evaluation, and reflective portfolios provide more comprehensive indicators of students' artistic development. Furthermore, the establishment of a psychologically supportive learning environment encourages risk-taking and innovation, which are essential for creative growth.

The findings of the experiment demonstrate that blended learning represents an effective pedagogical approach for enhancing creativity in music education. Its impact is evident not only in improved performance outcomes but also in the development of interpretative autonomy, collaborative skills, and artistic identity. By integrating traditional instruction with digital opportunities, blended learning creates a dynamic educational space where students actively construct knowledge, experiment with musical ideas, and engage in continuous self-improvement.

Thus, the analysis of experimental results confirms that the effectiveness of blended learning in music education lies in its capacity to transform both instructional practices and learning experiences. It fosters a balanced interaction between technological innovation and pedagogical tradition, enabling the systematic development of creative competencies and preparing students for participation in contemporary artistic and professional environments.

Conclusion

The conducted research confirms that blended learning technologies represent a powerful pedagogical tool for enhancing the development of students' creative competencies in music education. The integration of traditional instructional practices with digital learning environments creates a multidimensional educational space that supports artistic experimentation, independent learning, and collaborative creativity. The theoretical analysis demonstrates that creativity in music education emerges through the interaction of cognitive, emotional, and

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practical processes, all of which can be effectively stimulated within blended learning frameworks.

The experimental findings indicate that students engaged in blended learning environments show higher levels of interpretative autonomy, originality, and creative initiative compared with those taught through conventional methods. The use of multimedia tools, virtual rehearsal platforms, and project-based activities fosters reflective thinking and encourages learners to approach musical material as active creators rather than passive performers. For instance, students involved in digital composition projects and online ensemble collaboration demonstrated greater confidence in artistic decision-making and a deeper understanding of musical structures.

The study also highlights the importance of pedagogical conditions that ensure the effectiveness of blended learning. These include the alignment of educational objectives with technological resources, the professional competence of teachers in digital pedagogy, and the implementation of flexible assessment methods that capture the multidimensional nature of creative development. The competency-oriented methodological model proposed in this research provides a structured framework for integrating blended learning into music instruction and can serve as a practical guide for educators.

Beyond its immediate educational implications, the research underscores the broader cultural and professional significance of creativity in music education. In a rapidly changing digital society, musicians are expected to demonstrate adaptability, innovation, and interdisciplinary collaboration. Blended learning prepares students for these demands by cultivating not only technical skills but also creative thinking, problem-solving abilities, and artistic independence.

Future research should focus on expanding empirical investigations into different educational contexts, exploring interdisciplinary applications of blended learning in arts education, and developing advanced digital tools tailored to musical creativity. Longitudinal studies may also provide deeper insights into the sustainability of creative competencies formed through blended learning environments.

In conclusion, the integration of blended learning technologies into music education represents a strategic direction for modern pedagogy. It enhances the

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quality of instruction, supports the development of creative competencies, and contributes to the formation of a new generation of learners capable of engaging with music as a dynamic and innovative form of artistic expression.

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