

## Methods of Developing Student Personal Intellect Through Music Listening Activities in Music Culture Lessons

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 30 Nov 2023	<i>We know that one of the most important tasks facing education today is the development and formation of the student's intellect. It is possible to perform this task in every direction of education. In this article, we will talk about the theoretical and practical foundations of the development of the student's intellect through the activity of listening to music in music lessons.</i>
<b>CC License</b> CC-BY-NC-SA 4.0	<b>Keywords:</b> Educational system, listening to music, pedagogical technology, musical activities, classical music, intellect, psychotherapy

### 1. Introduction

Rationale of the topic and its relevance.

Listening to music is one of the important tools of artistic education, which is carried out during all activities of the lesson. Listening develops children's ability to understand and know life, existence. It is important to learn musical language, means of expression, genres and forms. It allows for aesthetic enjoyment by correctly perceiving music from an artistic and ideological point of view. Listening rules promote silence in the classroom, teach students to listen attentively to music, develop awareness and engagement, and build a culture of music. Judging by the amount of research done on the effects of music on physiological and psychological aspects of our lives, we know a lot about how music affects the mind and body, and at the same time, there's a lot we don't know. "The better we understand the nature of music and where it comes from, the better we can understand our motivations, fears, desires, memories, and even communication," says neuroscientist, musician, and author Daniel Levitin in his book *It's Your Music. in your brain* he asks: 'Is listening to music like eating to satisfy hunger? Or watching a sunset or a process that activates the pleasure centers in the brain?' The truth is that music has different effects. However, in recent years, scientists have made unprecedented progress in understanding how the human brain responds to music and how sound affects not only the mind, but the body. This activity is very useful for musicians, especially those who have been playing instruments since childhood. According to some studies, learning music helps in the development of performance technique and non-verbal thinking. In an interview with *News in Health*, Dr. Gottfried Schlaug, a neurobiologist at Harvard Medical School, notes that the nerves of musicians are different than those of non-musicians. At the same time, he points to studies that show that the musician's brain has more neurovascular bundles connecting the left hemisphere with the right hemisphere. "When creating music, different parts of the brain are activated, including visual and auditory, so melodic writing is of potential interest in the treatment of neurological diseases," says Schlaug.

According to a 2013 study published in *Frontiers in Psychology*, sad music doesn't make people want to cry or feel sad. The results show that music evokes two types of emotions: familiar and experienced. This means that while many people feel sad when listening to sad music, the process of listening to it is not emotionally depressing. The results of a study involving 44 people showed that "sad music, although perceived as tragic, when listening to it, people experienced romantic, cheerful and less sad feelings than how they perceived the composition from a cognitive standpoint." Thus, when listening to sad music, research participants experienced dual emotions. Since ancient times, musical accompaniment has been used in purification (purification) ceremonies around the world, and science believes that this is no coincidence. In a 2006 study by Dawn Kent at Harvard University, "The Effects of Music on the Human Body and Mind," Plato proposed the use of music to treat

anxiety, while Aristotle considered music a means of getting rid of an unstable emotional background. In ancient Greece, Apollo was usually the god of music and health .

"Music has significant physiological effects on many biological processes," says Kent's study. "It reduces the effects of fatigue, changes the pulse and equalizes the breath, pressure, and also has a psychogalvanic effect. As evidence, Kent points to Michel Lefebvre's 2004 book *Playing with Sound: The Therapeutic Use of Music in Direct Work with Children*. Harsh tones and loud noises can cause panic and increase anxiety, it says.

Various studies show that regular active participation of students in music lessons forms their ability to correctly perceive everything in existence, and also plays an important role in the correct development and growth of students' minds in the process of perception.

Music increases endurance and even helps to use energy efficiently during exercise. A 2012 study, *Let's Get Physical: The Psychology of Effective Exercise Music*, found that cyclists who pedaled music used 7% less oxygen than those who didn't use music to keep pace.

A group of scientists from the University of Missouri conducted a study on school students and proved that music can improve a bad mood in a positive way. So, not only do students gain knowledge in music lessons, they also raise their moods and have a positive effect. Students who are in a good mood are more effective in learning other subjects.

In one experiment, a group of subjects were asked to listen to and rate 60 music tracks. Brain activity of the subjects while listening was recorded by an MRI machine. In conclusion, it was observed that the music you like the most activates the area of the brain called the nucleus accumbens, that is, it increases the level of dopamine. If listening to music helps to produce dopamine, then music lessons at any age have an effective effect on human development. Mental functions are redistributed between the left and right hemispheres, motor skills and attention develop.

Music therapy is increasingly studied by modern psychologists. The nervous system reacts differently to happy and sad music. Psychologists listened to the participants of the experiment to different music and interpreted the facial expression shown in the picture. When listening to loud music, the face appeared happy and sad, while listening to low music, they saw a neutral expression. Music is a means of communication with a strong emotional charge. Interestingly, they concluded that listening to sad songs and motifs helps to overcome depression, while happy music, on the contrary, worsens the patient's condition.

Music has a positive effect on children's development, and this effect begins even before birth. This is confirmed by a comprehensive study by a group of French scientists led by Emmanuel Bigand, director of the Development Research Laboratory at the University of Burgundy. The results of the scientists' work were published on Wednesday by the newspaper *Le Monde* in the form of a book entitled "Beneficial effects of music on the brain" published by Belin. French scientists proved that the child remembers the music heard "from outside" even in the mother's womb and can recognize these tunes even a year after birth . A series of ongoing experiments have shown that three-month-old babies, who are not yet able to speak, have found that they can hum these tones with a little training from experts. In this regard, Professor Beegan believes that music plays the role of a neurostimulator. In addition, it not only attracts the attention of a small child, but also helps to establish a relationship with him. "Music creates in him macro-stimulators of brain activity, which contribute to the better development of speech, reading and later learning in preparation for school. This is called social-cognitive influence," says the scientist.

### **The content of students' listening activity in music culture lessons**

In general secondary schools, music lessons are conducted on the basis of four activities. Music is included in the classes of primary and lower secondary classes. Among the four activities, listening to music is the activity that lasts from the beginning to the end of the lesson. Because when students enter the class, they will be under the sound of music, they will listen to music, whether it is the process of music literacy or singing. According to research, one of the most important tasks of school music education is the formation of students' listening culture. Because the student will become a listener in the future. The question of whether a student communicating with the art of music improves his inner world or not, or whether his perception of music is only entertaining depends on the formation of his listening culture.

One of the leading activities in music lessons at school is listening to music. Listening to music as a type of educational activity is primarily aimed at children's deep assimilation of musical culture,

personal, individual perception of high artistic examples of music. Various forms and genres participate in deepening the emotional, aesthetic and moral spheres of the student's personality. In the process of listening to music, children develop a high artistic taste, love for music, the need to communicate with it is formed, their musical interests and tastes are nurtured, and the concept that music tells them about the life around them is formed. It also expresses human feelings, thoughts and moods.

Listening to music is inseparable from students' processes of music perception. From a psychological point of view, the term "cognition" is the process of knowing the complex things and phenomena that exist in the world, their representation in the human mind. In music pedagogy, the term "musical perception" has two meanings. The first, broader, is understood as the development of various types of musical activities (singing in a choir, playing instruments, etc.) by students in the classroom. Another meaning of this term, narrow, means to listen to music directly, that is, to get acquainted with musical works of different genres and styles, composers and performers. At the same time, two aspects of musical development of schoolchildren - perception of music and creativity are inextricably linked and complement each other. Perception of music is an independent activity and is referred to as listening or listening-perception in methodological literature. Here, first of all, students get acquainted with musical works that they cannot perform. However, the process of listening to such works is not limited to familiarization with them. It is also important for the teacher to form musical interest and taste in schoolchildren, and to develop their musical and creative abilities.

Many teachers have repeatedly focused on the need to develop different aspects of music perception in children. Thus, B. L. Yavorsky claims that the basis of music perception is the ability to think, to perceive music as "articulate speech". Therefore, he recommended encouraging creative approach to mastering the simplest musical forms, their construction methods and means of expression in children. At the same time, an important condition for the development of the ability to think, according to B. L. Yavorsky, is direct emotional perception, only after that it is possible to proceed to a detailed analysis of the works.

### **Pedagogical conditions for the development of the student's personality intelligence through listening activities**

Music, first of all, educates children's artistic aesthetic taste and ethics. Activities such as musical literacy, singing in a choir, listening to music, and creativity are inextricably linked in music classes. Among them, the activity of "listening to music" especially encourages the student to think. In this activity, the music teacher plays the necessary piece of music for the students to listen to based on the topic being taught, or plays it to the student through the technical means used in the lesson. For example, in middle classes, students listen to songs and statuses from the topic of Uzbek classical music and analyze it together. It is this process that greatly contributes to the development of the student's intelligence. That is, students learn to perceive music. After listening to a piece of music, a child needs a complex mental work to make an impression on it and retain an idea of its content roughly in memory. Listening to music requires more or less long, continuous concentration. When a child looks at a picture or a sculpture, the content of the work (if it is understandable to children) comes to him mostly integrally and immediately. Listening to a piece of music is subject to completely different laws. It can be fully understood only when its last sounds are heard. In the process of listening, musical images enter the mind sequentially, in the process of development. Thanks to memory, the child recreates the content of the work, its individual episodes, images, motives. Without this work of consciousness, there is no perception of sounds as music.

### **Literature Review**

Studying the works on listening to music and its role in the intellect of the person who reads it shows that a lot of information about the culture of listening to music and the rules of the proper organization of the process of listening to music have been studied and scientific work has been carried out. But there is not enough information about how this process affects the intellectual development of students, and there is little information and published books about how the process of listening and comprehending works helps students to develop their intelligence. Listening activities of schoolchildren, issues of formation of music listening culture in them are discussed in a number of works of well-known local musicologists and teachers B.V. Asafyev, B.L. Yavorsky, B.M. Teplov, O.A. Apraksina, E.B. Abdullina, E.V. Nazaykinsky, N.A. Vetlugina, Yu.B. Aliev, M.P. Tarakanova and others. reflected. Uzbek scientists R. Kadirov, G. Sharipova, D.A. Karimova, in her books, touched on issues related to music psychology and students' perception of music. Alluri V., Bonetti L., Brochard R., Burunat I., Toiviainen P., Numminen J., Brattico E., Hartmann M., Duncan J., Seitz

R, from English musicologists and scientists. J, Kolodny J., Bor D., Herzog H., Ahmed A., Gottfredson L.S. and we can see it in the works of others.

## 2. Materials And Methods

### Review of the methods and methods used in the development of the student's personality intelligence in the activity of listening to music

In the process of listening to music, the student listens to samples of the works of various composers and composers. In the words of the great composer Shostakovich, "To love music, one must first listen to it..." Listening to works about homeland, friendship, work and other physical and mental activities has a positive effect on students. If the reader does not ask any questions about the music or art piece he listened to, if no emotion arises, if only a communication in the form of a message that is not connected with personal feelings and attitudes appears, then the task has not been completed, the goal has not been achieved.

Another important condition for listening to music is that there should be peace in the group while listening to a piece of music. Learning to listen to music attentively, in silence, begins at a young age, and when a child grows up, they become a highly cultured person. It is known that every activity in the training process, be it singing, reading music, or listening to music, all this is aimed at educating a well-rounded person.

One of the unique features of music culture classes is that it covers many activities of music education. Among these types of activities, the formation of children's musical taste in the process of singing in a choir and listening to a musical piece takes the leading place.

Children's musical tastes are also formed during the components of the training - singing, accompanying musical instruments, performing rhythmic movements to music. It is important to love the music they listen to in order to instill a love of music in children. This feeling is realized only through a work of high artistic aesthetic level. When a person listens to a good song from a skilled performer, impressions and opinions about the musical work arise. How listeners perceive a song, how much they are affected by it, the effect of a musical work on the emotions and minds of the listeners depends on how the music sounds, and how well the musician or singer performs the work. But this alone is not enough to listen to music. If the listeners have an understanding of the creators and authors of music, the period of creation, form, type, measure, rhythm, etc. of the piece they are listening to, they will fully understand the essence of the piece when listening to it, and the piece will also be has a positive effect, creates internal feelings and experiences.

## 3. Results and Discussion

### The main methods of organizing experimental tests

Educational technology is the planning, application and implementation of the entire learning and knowledge acquisition process, taking into account human and technical resources and taking into account the interaction between them, in order to achieve a more effective form of education. systematic method of assessment. Based on the school repertoire, the criteria of motivation, emotionality, evaluative attitude, cognition and activity were selected and used for the development of musical listening and intellectual issues in 5-7th grade students. In the course of the research, the forms, means and methods of using the repertoire works given for listening in the development of intelligence and music perception of 5-7 graders were determined. We organized open lessons several times in my experimental classes. I witnessed that the students' active participation in it increased their interest in music and the growth of their knowledge. On this basis, I developed the educational technology and technological map of my lesson conducted in the 6th "B" class. It is used to improve the quality and effectiveness of training A technological map of the lesson was developed.

Stages of activity	Activity content Teacher	Student
Step 1 Introduction (10 minutes)	1.1. Introduces a new topic, training plan, and the purpose of training. 1.2. Highlights the main information on the topic.	1.1. They listen and record 1.2. They understand and write down.
Stage 2: Main part (25 minutes)	2.1. Explains the topic "European classical music" with the help of presentations. 2.2. In accordance with the plan, organizes the process of completing tasks from the textbook on the topic "European classical music", organizes the presentation of groups, organizes a group discussion, listens and perceives Ludwig Van	2.1. He learns 2.2. They do assignments, listen to music, record and discuss 2.3. They perform



	Beethoven's work "Elizabeth".	tasks,
	2.3 Announces the start of group work. Encourages you to complete the table using the "Cluster" method to reinforce the topic.	2.4. Answers questions, shares ideas.
	2.4. He listens to the students' answers to the questions presented in the presentation, analyzes them, and shares their opinions. 1. The purpose and task of the training course? 2. Tell the concept of classical music and composer and its characteristics? 3. What is an opera? 4. Name the works of Beethoven?	
	5. Describe opera, ballet, oratorio and other European genres?	
	6. What were the main ideas in the play?	
3rd stage.	3.1. The subject makes the final conclusions and conducts the evaluation process, encouraging active students.	3.1. listens, asks questions, answers questions.
The final part (10 minutes)	3.2. Gives assignments as homework.	3.2. they listen and take.

Experimental work conducted on the basis of the methods developed above gave the following results. As a result of experimental work on the use of school repertoire in the development of musical intelligence and music listening culture of teenage students, the following conclusion was reached.

Indicators of development of the intellectual potential of 5-7 grade students (at the beginning of the experiment).

**Table 2:**

Before the study Groups	Participants the number	Number of responses		
		Superior	Medium	Low
Experience	98	29	42	27
Control	122	34	55	33

**Table 3:**

After the experiment Groups	Participants the number	Number of responses		
		Superior	Medium	Low
Experience	98	45	35	18
Control	122	42	58	22

1. Pedagogical conditions for the development of the intellect of 5-7 graders through listening comprehension were developed based on the repertoire in school music textbooks. Experiments to be carried out, their methods and results were shown on the basis of tables.

2. Pedagogical-psychological factors of the implementation of the system of full perception of the artistic-aesthetic content expressed in the musical works listened to in the development of the intellect of the 5-7th grade students through listening were shown and the criteria were determined. When determining these, the possibilities of mastering, based on the age and individual psychological characteristics of teenage students, musical-pedagogical requirements for this process were taken into account.

3. The relationship between musical artistic images and other types of art and their connections, finding similarities in the genre, determining the nature of the performance of the work, being able to think about familiar music, its main content, and the tools and forms that helped to implement it. to think about, reflect the impressions received from a piece of music in written and oral activities, apply acquired knowledge and skills in practical activities and everyday life, understand the content of musical works of different genres, distinguish between lyrical, epic, dramatic musical images, music Recommendations were given to gain an understanding of the mutual influence and development methods of the artistic styles expressed in their works, to know the names of famous Uzbek and foreign composers and composers, to give examples of their works.

4. To analyze a work in different interpretations, to be able to think about it after listening to the performance of the composer's idea, to improve the listening experience, to perceive and describe musical works emotionally and figuratively, to acquire knowledge about intonation and its nature, musical genres, styles, imagery of musical dramaturgy on the basis of which the methods, forms and means of comparative mastering of musical works were determined.

5. The analysis of the experiments carried out in connection with the research problem showed that the students who mastered the artistic-aesthetic content, spiritual and educational aspects of the musical works listened to our national culture and art, our national values, our musical heritage and modern high artistic level proved to understand that musical materials should be treated with respect. Based on the repertoires given for listening, during the trainings for the development of music listening culture, the knowledge and passion for selective listening of music increased, and the desire to work independently increased. It was achieved that the participants' interest in active participation in school spiritual-educational events by mastering the masterpieces of national and world music, works created for children by modern composers has increased.

6. On the basis of the recommendations developed during the experiment-testing, the interest in listening to music in the 5th-7th grade students and using it in their future activities, based on the content characteristics of the works learned by perceiving music and using it in its practical application. The content was found to be used in everyday life.

In the course of music lessons in general secondary schools, using the activity of listening to music, to develop their intelligence and inculcate them to fully understand music and feel it correctly. The science of music is related to all subjects taught at school, including literature, visual arts, physical education, labor and several other subjects. Through the perception of music, students will be able to master not only this subject, but also other subjects well.

Practical recommendations on the development of the student's personal intelligence through listening activities in music lessons.

Several psychologists have emphasized that listening to music has a positive effect on a person's inner and outer world.

D.K. Kirnarskaya distinguished 4 types of listeners and defined them:

1 - "those who do not hear". They are like a grain (seed) that God has sent down to earth, but it has not grown. Listeners who cannot distinguish between music and find meaning in it are likened to this, that is, for them, music is not meaningful and soul-oriented, but "stimulating background".

2 - "conditional listeners". God makes them like grain that fell on a mountain rock. About such listeners, B. Asafyev wrote in his work "Glinka's Listeners" about the "laziness of listening" in catching pleasant fragments that are particularly pleasing and getting attached to them. Listeners like this refuse to follow the progress of the music.

3 - "passionate listeners". Allah can make them like grain thrown on the ground among weeds. Weeds do not allow grain to grow and mature here. A similar listener also hears the music, but does not understand the content. He gets distracted by extraneous thoughts unrelated to musical images.

4 - is a "true listener", whose heart is like a favorable soil for the growth of grain. This listener can be said to have an "adequate perception" of the composer's intent. "Orientation of the listener to the musical form" is a characteristic of adequate perception, which fully describes the ideal standard of perception, oriented to cultural norms.

Each student is also an individual. Using the same methods to increase the effectiveness of the lesson and form a culture of listening in them is not effective. If we discover a student's talent through one method, we can identify another through another method.

#### **4. Conclusion**

Developing a student's individual intelligence through the activity of listening to music in music classes is a complex process. In the course of the analysis of scientific and theoretical literature, it was determined that the development of students' listening and perception processes is multi-functional and depends on certain musical-pedagogical conditions and the effective use of pedagogical technologies and methods. By developing the musical listening culture of the students, influencing their intellect, the stages (accumulation of intonation Multidisciplinary treatment becomes a cornerstone to achieve a comprehensive and successful approach to patients with CKD. The collaboration between dentists, doctors, nurses and other specialists contributes to a better result in the treatment and postoperative control of the patient. By working as a team, eventual situations that could significantly affect the patient's health can be prevented and resolved. The progressive increase in the morbidity and prevalence of CKD, according to epidemiological data, highlights the importance of recognizing and understanding the specific signs and symptoms of this systemic pathology. Dental professionals must be prepared to face these challenges and appropriately and responsibly address the nursing procedures necessary in the care of these patients. Efficient and well-informed management is

key to providing optimal care to those suffering from this complex kidney disease. auditory experience; intonation-analytical hearing of the work, perception of the musical image) and levels (high, medium, low) of understanding the artistic-aesthetic content were determined.

Information from literature, fine arts, and history was consistently used in listening in an integrative manner. With the help of examples taken from different fields of science, the students' ability to imagine artistic images and to fully understand the artistic and musical content was improved. In order to develop the culture of listening and perception of students, the methods of implementation of developmental education methodology were developed. According to this method, the directions for drawing up work plans for the development of students and defining the expected results for each student and classes based on pedagogical cooperation, person-oriented, meaningful, individual, dialogic, competence and activity approaches were determined. The analysis of the works recommended for the listening activity of the "Music" textbooks of the general secondary education school revealed that this activity is mainly limited to listening to the work, that insufficient understanding of the means of expression of music and the possibilities of emotional impact was given in the listened works. Musical perception is the ability to feel the beauty of the means of expression of the work, imagination, the overall reflection of music in the mind, the images of the tones, and the student's personality is carried out on the basis of certain musical hearing and life experience during the creative activity of listening. . In the study, listening to music is manifested by the intellectual characteristics of students' perception, and it was determined that these individual psychological characteristics depend on the capabilities of direction and will.

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