

METHODS OF STUDYING THE LEVEL OF MUSICAL LISTENING CULTURE IN STUDENTS

Ahmad Bahriyev

Associate Professor of "Music Pedagogy" of the State Conservatory of Uzbekistan, Candidate of
Psychological Sciences

Annotation: Students' listening culture is the final stage after the trinity in music: composer and performer. There are many methods in the diagnosis of listening culture that can be validated by carefully selecting the results obtained.

Key words: listening culture, musical listening culture, listening needs, collective and individual listening characteristics.

In order to develop a culture of musical listening through the repertoire of students of 5-7 grades of secondary school, the following diagnostic criteria were used: 1) the experience of listening to music; 2) musicality; 3) an evaluative attitude towards the music listened to.

In order to organize and conduct experimental classes, experimental groups were formed from students of secondary schools located in the regions. The study used revised versions of GP Sergeeva's "Questionnaire for Music Teachers" and "Questionnaire for Students", as well as a complex questionnaire consisting of a block of questions in 5 areas developed within the topic [1]. In particular, in the complex questionnaires, consisting of a block of questions in 5 areas, developed within the dissertation topic:

1. Why do you listen to music? the content of the answers to the question was analyzed.
 1. I think a cultured person should listen to music.
 2. I love listening to music.
 3. I listen during leisure and entertainment.
 4. I find it difficult to answer.
2. Do you listen to music often? the level of listening interest was studied through the answers to the question.
 - Several times a day.
 - Several times a week.
 - Every day.
 - Every week.
 - When I'm bored.
 - When I am upset.
 - When I rejoice.
 - I don't listen at all.
 - I find it difficult to answer.
3. Which singers do you want to attend concerts? The content of the answers to the question was analyzed.
4. What genre of music do you want to listen to? (free choice)
 - Maqom music.
 - Pop songs.
 - National instrumental melodies.
 - Foreign pop works.
 - I don't like listening to music.
5. What kind of music do you want to listen to? (free choice)
 1. Homeland theme.
 2. Parent theme.

3. The theme of friendship.

4. I don't like listening to music at all.

On the basis of this set of methods, students of grades 5-7 were involved in diagnostic analysis. It should be noted that research methods aimed at studying the culture of music and the audience are constantly improving, and today it has become a network that combines pedagogical-psychological, general-sociological and specific areas of musicology.

Intonation helps to reveal the *"expressive essence"* of music, its content, allows you to choose one or another means of musical expression, conveys to the audience, including modern listeners, the ideas of national art, its content [2, 15]. Of course, "a pre-formed setting for listening to a piece of music plays a crucial role in evaluating it" [3, 90]. Therefore, before listening to each work in the lesson, it is advisable to give it an extended artistic-aesthetic description. We have tried to take these cases into account in the research process.

In particular, empirical research often consists of a block of questions that are relevant to respondents and reflect real communication. Sometimes a standard survey is completed with free tracking, sometimes various documents are used to find answers to the questions. When talking about effective methods used in the study of the dynamics of music listening culture, it should be noted, first of all, that the research methodology:

Correlation between listening to modern music samples in adolescents based on their genre and direction and the character traits displayed;

the ratio of listening music and personality temperament;

the level of emotion of the piece of music and personality to be listened to;

listening music and age characteristics of the listener;

music to listen to and regional features;

level of listening music and its promotion;

level of listening music and musical skills;

It is important to determine the norm of connections between the music being listened to and the professional orientation.

That is; which individual-psychological characteristics of students and which personality types are most listened to in which direction and genre of music samples; what is such a differentiation about.

In our opinion, this is due to the following socio-pedagogical factors:

with rhythmic features and personality temperament of the musical work;

the compatibility (adequacy) of the work with the possibilities of emotional impact and the emotional state of the person;

with the rhythm of personality traits;

the degree of popularity of this music (the product of musical propaganda);

due to the repeated repetition of a piece of music in that musical direction or genre;

as a result of the widespread promotion of this music in secondary schools;

due to the fact that the work is easy to understand (the work is very simple).

It should be noted that the methods to be used in research in this area, taking into account the above factors, should focus on the disclosure of these pedagogical, social and psychological aspects. It should also be noted that M.A. Panfilova's graphic method "Cactus" is aimed at determining the emotional state of the child, the level of aggression, direction and intensity of aggression [4,73]. This methodology is also important in determining the factors that represent the level of listening culture.

In the context of global consumption growth, commercialization of all areas of music, the state of academic music is complex, as it cannot compete with mass media products and is in a much more complex situation in the current show business boom, requiring significant research attention. At the same time, "the possibilities of electronic technologies based on the principles of mass copying and consumption and the conditions of the new reality (informosphere), according to V. Martinov, create the "illusion of the existence of art", which is dominated by the principle of simulation; [5. 7].

In developing students' listening culture, it is important to refer to works created in classical genres of music. "Classical works have passed through the passage of time, they have a strong aesthetic effect on man, regardless of the socio-cultural characteristics of the historical stage" [6, 4]. Highly artistic works with a

spiritual creative effect have a strong impact on the audience, help to restore the hierarchy of values, enrich the soul and improve the personality by helping to understand its essence, the role of music in this complex process is high.

These circumstances affect the quality of the musical listening culture that is formed in students. Therefore, the above methods of studying the culture of listening allowed to realize the purpose of the research in a comprehensive way and to draw clear scientific and pedagogical conclusions, as well as to clarify the technological ways of developing a culture of listening to students.

Literature:

1. Сергеева Г.П. Анкета для учащихся. Эл. манзил: <https://sites.google.com/site/galinamorozkina/roditelam/dokumenty/diagnostika-urovna-muzykalnogo-razvitiya-skolnikov>.
2. Дробот О.Е. Музыкально-эстетическое развитие подростков в условиях дополнительного образования (на примере Детских школ искусств и детских музыкальных школ). Автореферат дисс. канд. пед. наук. Москва, 2019. – 24 с.
3. Бочкарёв Л.Л. Психология музыкальной деятельности. Монография. –М.: Классика-XXI, 2008. – 225 с.
4. Бахриева Н.А. Мактабгача ёшдаги болаларни ижтимоий-ҳиссий ривожлантиришининг педагогик-психологик хусусиятлари. Замонавий таълим журнали, №11 (96) 2020. –Б.70-76.
5. Кузуб Т.И. Музыкальная культура XX века как феномен эпохи глобализации. Автореф. дисс. канд. культурологии. 2009. – 29 с.
6. Пинягина И.Ю. Роль классической музыки в формировании личности. Автореферат дисс. канд. филос. наук. Уфа, 2014. – 21 с.