

METHODOLOGICAL APPROACHES IN DEVELOPING THE CULTURE OF LISTENING

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ABSTRACT

This article analyzes the essence of the culture of listening, its role in music education and art studies, as well as the methodological approaches used in its formation. It also highlights the significance of the listening process in developing students' musical taste, aesthetic perception, and creative thinking.

In today's era of globalization, enhancing the aesthetic worldview and cultural level of young people has become an urgent issue. In this context, the development of the culture of listening is considered an integral part of art and cultural education. The listener's activeness and analytical perception play a crucial role in understanding music, poetry, theatre, and other forms of art.

1. The Essence and Importance of the Culture of Listening

The culture of listening is the ability of an individual to perceive works of art consciously, emotionally, and analytically. It encompasses not only hearing activity but also the unity of aesthetic thinking, feelings, and intellectual processes. In music education, the culture of listening helps students develop the following qualities:

- Skills to analyze and understand music;
- Formation of artistic taste and aesthetic sense;
- Respect and interest toward the performing arts.

2. Methodological Approaches in Developing the Culture of Listening

To organize the listening process effectively, teachers can apply the following methodological approaches:

Analytical approach – analyzing the structure, rhythm, timbre, dynamics, and imagery of a musical piece during listening.[1;28]

Emotional-sensory approach – perceiving the content of the piece, understanding its mood and spirit, and experiencing aesthetic pleasure through it.

Comparative method — a methodological approach based on comparing musical works, performance styles, or genres to identify their similarities and differences. This method develops students' analytical thinking, musical hearing, and aesthetic evaluation skills. The comparative method plays an important role in the development of listening culture, as it transforms the listener from a passive hearer into an analytical and evaluative participant. [2;19]

Active listening — not merely passive hearing of music or other art forms, but a conscious, purposeful, and analytical process of perception. In this process, the listener actively engages in understanding the content, idea, expressive means, and emotional influence of the work. Active listening involves not only hearing but also thinking, feeling, and evaluating. Therefore, it holds a key place in the formation of listening culture.[3;26]

Integrative approach — a methodological approach that combines several subjects, art forms, or activities within the educational process to form a broader and deeper understanding in students. The main idea of this approach is to connect musical listening with other arts and disciplines, thereby developing the learner's aesthetic perception, emotional thinking, and cultural outlook.

3. The Role of the Teacher in Developing the Culture of Listening

Teachers should not only teach students to listen but also to listen *correctly*. The teacher's artistic taste, speech culture, and creative approach are important factors in this process. Encouraging students to analyze musical works independently, respecting their opinions, and forming clear criteria for musical evaluation are highly effective methods. [4; 15]

Conclusion. Developing the culture of listening is not only a task of music education but also a key direction in shaping an individual's aesthetic worldview. The proper selection of methodological approaches helps listeners form deep perception, refined artistic taste, and an appreciation for art. Therefore, in the educational process, the systematic and creative application of listening-related methods holds significant importance.

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