

Scientific and pedagogical foundations of developing the skills of listening to national music in higher education system

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Abstract: This article analyzes the essence and significance of developing the skills of listening to national music in the higher education system. It discusses how national music contributes to the spiritual and aesthetic development of students, the formation of their aesthetic taste and cultural literacy, as well as the development of their creative activity and independent thinking skills. The study highlights the educational role of national music, the effectiveness of interactive approaches, and the use of information and communication technologies in modern educational processes. Additionally, the article emphasizes that listening to national music helps cultivate patriotism, respect for cultural heritage, and awareness of national identity among students.

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Introduction: The issue of developing the skills of listening to national music in the higher education system is currently closely linked to the comprehensive formation of students' personalities. National music is a unique art form that embodies the historical development, cultural heritage, and spiritual values of the people, through which society's aesthetic perspectives, worldview, and mental state are expressed. From this point of view, organizing educational activities in higher education institutions that consciously guide students in listening to national music is an important factor in developing their aesthetic culture.

The process of listening to national music not only shapes students' musical hearing abilities but also significantly influences their moral and ethical outlook. While perceiving musical works, students learn to grasp the content of melodies, understand the ideas expressed through musical imagery, and feel the national spirit. In particular, historical events, labor processes, human emotions, and life philosophies reflected in national songs evoke deep emotional experiences in students. This, in turn, shapes their conscious and responsible attitude toward art.

When the activity of listening to national music is purposefully and systematically organized in higher education, students become not only listeners but also analytical and evaluative participants. Understanding the structure of a musical work, its tonal and rhythmic characteristics, and distinguishing performance styles develops students' musical thinking. At the same time, expressing the content of musical works orally and in writing enhances their speech culture and reasoning skills. Through listening to national music, students go through the process of developing aesthetic taste. Aesthetic taste defines a person's ability to appreciate art, perceive beauty, and value it. Organizing this process effectively in higher education helps cultivate students as highly artistic and culturally literate specialists. Listening to national music of different genres and forms broadens students' musical horizons and introduces them to the rich possibilities of art.

The educational significance of national music plays an important role in the spiritual development of students. Music directly affects the human psyche, enriches emotional states, and nurtures the inner world. During the process of listening to national music, students become familiar with national values, traditions, and customs, which strengthens their sense of patriotism, national pride, and respect for cultural heritage.

In modern educational conditions, the effective use of information and communication technologies in organizing activities for listening to national music

has particular importance. Digital audio and video recordings, historical performances, and multimedia materials related to national music enable students to perceive musical heritage more broadly and deeply. Through this, students are able to analyze the developmental stages of national musical works from different periods and understand their distinctive features. The use of interactive approaches in the process of listening to national music increases student engagement. Group listening, discussion of musical works, and debates encourage students to think independently and critically. Such activities teach students to substantiate their opinions, listen to others' viewpoints, and approach musical phenomena from a broader perspective. As a result, their communicative and social skills are also developed. The development of listening skills in national music positively affects students' creative activity. The emotional and figurative impact of music encourages students to engage in artistic thinking, imagination, and creative exploration. This enhances their aesthetic perception and overall cultural literacy. For future specialists working in various fields, these skills are particularly important and help form an aesthetic approach in their professional activities.

Organizing the process of listening to national music in harmony with a continuous education system ensures the stable aesthetic development of students' personalities. The musical taste and listening culture formed during higher education remain significant in students' future life and professional activities. Through this process, students are prepared to consciously perceive and appreciate art and to actively participate in the cultural life of society.

Thus, developing the skills of listening to national music in higher education is a comprehensive and continuous pedagogical process that plays a crucial role in ensuring the spiritual and aesthetic development of students' personalities. Through national music, students develop aesthetic culture, awareness of national identity, a conscious attitude toward art, and creative thinking. This, in turn, serves the main goal of higher education: to prepare well-rounded, cultured, and competitive specialists.

Conclusion: The development of the skills of listening to national music in the higher education system plays a significant role in the spiritual and aesthetic formation of students' personalities. National music is not only a means of artistic expression but also an effective pedagogical tool for transmitting national values, historical experience, and cultural heritage to future generations. The listening process shapes students' aesthetic taste, musical thinking, emotional sensitivity, and creative activity. Furthermore, the use of modern information and communication technologies, along with interactive approaches, enhances the effectiveness of the process of listening to national music. It encourages students to analyze musical works, express their opinions with reasoned arguments, and engage in

communication with their peers. This, in turn, improves their aesthetic and cultural literacy and develops their independent and critical thinking skills. As a result, systematically and purposefully developing the skills of listening to national music in higher education institutions contributes to cultivating students' sense of patriotism, awareness of national identity, and conscious attitude toward art. Moreover, such an educational process plays an essential role in preparing well-rounded, culturally literate, and creatively thinking specialists.

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