

## PEDAGOGICAL POSSIBILITIES OF APPLYING ELEMENTS OF MUSIC THERAPY IN THE LESSON PROCESS

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### **Abstract**

This article extensively covers the pedagogical possibilities of applying elements of music therapy in the educational process. In particular, the issues of stabilizing the emotional state of students through music, developing attention and memory, increasing learning motivation, and forming creative potential were analyzed. Also, the methodological aspects of the effective use of elements of music therapy in the lesson process and their influence on the personal development of students are substantiated. The research results show that music therapy is one of the important means of increasing the effectiveness of education.

### **Keywords**

music therapy, pedagogical opportunities, educational process, student development, emotional state, motivation, creativity, attention, memory, interactive methods.

**Introduction.** Music is a unique art form that directly affects the human psyche, allowing one to manage emotional states and harmonize the inner world. Therefore, today the issue of using elements of music therapy in the educational process is becoming increasingly relevant. Music therapy is considered as an important pedagogical tool, especially in stabilizing the psychological state of students at the stages of primary and general education, forming a positive attitude towards their educational activity, and supporting personal development.

**Main part.** Music therapy is a set of methods aimed at influencing a person's emotional, psychological, and even physical state through music. In the educational process, this concept is used in a broader sense and is interpreted as a pedagogical approach that serves to maintain students' mental balance, reduce stress, focus attention, and develop creative thinking. The introduction of music therapy elements into the lesson process makes the learning environment more comfortable, free, and motivated.

The pedagogical possibilities of music therapy are manifested, first of all, through its influence on the emotional sphere of students. It is known that during

the learning process, children experience various emotional states: excitement, fear, fatigue, boredom, or interest. Properly chosen musical pieces help manage these situations. For example, calm and gentle melodies reduce students' nervousness and calm them down, while active and rhythmic music, on the contrary, increases their energy and increases their activity.

Organizing short music listening sessions at the beginning of the lesson prepares students mentally for the lesson. Through this method, their attention is focused, distractions from external factors are reduced, and a mood corresponding to learning activities is formed. This approach is especially effective in morning lessons. In the middle of the lesson, short musical pauses serve to relieve students' fatigue.

Music therapy is used in the lesson process not as a means of complete treatment, but as an auxiliary method. For example, by playing calm, pleasant music at the beginning of the lesson, it is possible to focus students' attention and prepare them mentally for the lesson. This is especially important for elementary school students. Using background music during the lesson increases students' attention and regulates their work activities. Especially in individual or group work, instrumental music activates the thinking process of students, reduces fatigue, and develops a creative approach. Also, with the help of music, it is possible to more easily master complex topics.

Another important aspect of music therapy is the creation of an opportunity for students to express their inner experiences. Many children cannot fully express their feelings through words. *Musiqqa esa ularga bu borada yordam beradi.* Students begin to reveal their inner world when they are asked to listen to music and draw, narrate, or express their imagination through movement. This allows the teacher to better understand the individual characteristics of each student.

Another important aspect of music therapy is the management of students' emotional state. For example, when noise or anxiety occurs in the classroom, it is possible to stabilize the atmosphere by using calming music. At the same time, it is also useful to reduce the mental tension of students through relaxation music at the end of the lesson. Even in the context of inclusive education, music therapy is of great importance. For students with special needs, music serves as a means of self-expression, communication, and socialization. This contributes to their active involvement in the learning process. At the same time, when applying music therapy, it is necessary to pay attention to certain factors. When choosing music, it is necessary to take into account the age, psychological state, and national culture of the students. Very loud or fast music, on the contrary, can be distracting, so its type and pitch should be moderate.

Elements of music therapy also play an important role in improving the social adaptation of students. Collective musical activity - singing songs, performing rhythmic movements, or playing simple musical instruments - strengthens cooperation between students. In this process, they learn to listen to each other, adapt their actions to others, and work together to achieve a common result.

The use of music therapy also has a positive impact on the cognitive processes of students. Studies show that some exercises performed against the background of music increase attention, strengthen memory, and facilitate the process of receiving information. Especially low-tempo instrumental music increases efficiency in the processes of reading, writing, and thinking.

When applying elements of music therapy in the lesson, the teacher must take into account a number of pedagogical factors. First of all, the chosen music should correspond to the age characteristics of the students. Excessively complex or heavy tones may not yield the expected results. The pitch of the music is also important - it should not interfere with the lesson process, but rather complement it.

An individual approach to the application of music therapy is also important. Each student's level of musical perception and attitude towards it can be different. Therefore, the teacher should monitor the students' reactions and, if necessary, adapt the methods.

Moreover, the elements of music therapy can be applied not only in music lessons, but also in other subjects. For example, in native language lessons, one can read poems with intonation, perform counting exercises based on rhythm in mathematics lessons, or organize short music breaks during breaks. This increases the overall effectiveness of the educational process.

Another important pedagogical possibility of music therapy is the development of students' creative potential. Free activities related to music, such as improvisation, creating one's own melodies, or expressing music through movements, expand students' imagination. This creates the basis for their independent thinking and the development of new ideas.

**In conclusion**, the use of elements of music therapy in the lesson process has broad pedagogical possibilities. It has a positive impact not only on the learning process of students, but also on their mental state, social activity, and personal development. A properly organized musical environment serves to conduct the educational process in a more effective, interesting, and humane spirit. Therefore, the widespread use of music therapy elements in the modern education system is of great importance.

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