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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**PSYCHOLOGICAL EFFECT
OF MUSIC ON FORMATION
OF TEENAGERS' TRAINING MOTIVATION**

Speciality: 6104.01 – pedagogical psychology

Field of science: psychology

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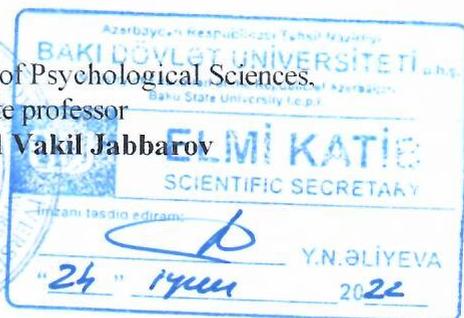
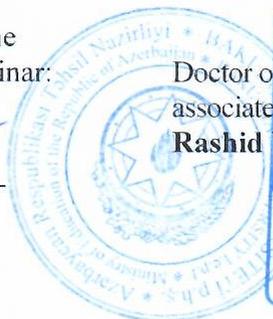

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GENERAL CONTENT OF THE WORK

Urgency and conducive degree of the topic. One of the indispensable duties of each community is totally linked to educational and moral bringing up of the kids, which has always been in central point of the human being as urgent issues of the humanity. Thus, in the period in which human factor plays significant role, one of the most important and inevitable duties includes to raise up and develop new generation as the person possessing extended scientific worldview, high spiritual values, harmonically developed moral richness, and the person who combines in himself certain positive qualities such as being socially active and physical perfection and moral purity.

One of the strictest requirements of modern period encompasses to provide the growing generation with the basis of the sciences helping them to be able to apply this knowledge and to create the ability to apply them in practice.

In case there is no relation between our brain and feelings, it is no longer able to receive any information perfectly; therefore, I would like to mention it certainly that, emotional sphere has crucial role in learning process. Feelings are the central basis of learning and communication with the outside world; such as, if we try to give our attitude towards this issue, we need to mention that we must create the senses such as affection and interest on our children towards education, whereby we must pave way into the heart of each child before his brain, rather than implementing any measures regarding to using traditional ways such as competitions, awards and any competitive events held in order to draw their attention and interest towards education. Without being coincidence that our researchable activities are directed towards psychological impact of the music on education and moral motive of teenagers, which can be elaborated with the fact that this period of time is supposed to be regarded as the transitional period either to positive or negative attitude towards life by them, therefore they must be in central attention part of their parents. Since it is observed with crisis and main activity form has replaced with intimate personal relationships aspects, the amount of interest towards education has decreased incredibly, which has been resulted in triggering a great interest on other aspects of life and as well different types of music

staff. Therefore, teenagers enjoying social applications such as the media, social networks, etc. are exposed to the negative impact and direction of the means. By taking a great impact of music on human psychology into account and also considering how musical mental field seems to have contributed to develop other fields concerning mental activity incredibly, we were able to establish new concept such as development of teenagers' training motives due to having a great interest towards music. Analysis of the literature and other observations taken which we did gave its paramount efficient results which contributed me to eliminate all my skeptical concepts.

Therefore, we completed our topic with the name of "Psychological impact of music on training motives of teenagers", whereby we have shown that music is the best way which can influence the adolescents best.

The concept and approaches of modern education not only should be based on learning expectations and desires and dreams of teenagers towards education, but also it ought to influence each of the children positively. It is no longer possible to achieve successful results by only development of IQ created due to mutual cooperation between IQ and EQ. Besides this, forehead is also responsible for conscious and purposefully activity, compared to the animals it has been developed much better in human; and is responsible for intellectual, conscious, purposefully activity, cognitive procedure, programming and forecasting of activity. Therefore, development stage of this starts over the the period of adolescence.

The author of the theory of multidisciplinary intelligence H. Gardner emphasized in his article¹ named as "The Musical Mind" published in 1997 that music is paramouly distinguished from other intellectual spheres by mentioning that it is rather more emotional and conveying more cultural values. He underscored that music is the way which contributes many people to make decision, think; and assists them to do their tasks; most importantly he mentioned that music is the

¹ Gardner H. Frames of mind: The theory of multiple intelligences 10th anniversary /ed./ H.Gardner. New York: Basic Books. 1993.

kind of way contributing to develop other intellectual spheres as well. The conducted researchal activities seem to confirm paramount importance of the musical education in modern educational approaches, proving that it influences on the development of other intellectual fields basically. If we consider that, central point of love towards music by the school children is the same, and then we would be able to turn the music learning and teaching strategy. That's to say, we would be able to establish psycho-music term of perception procesude in man by making him feel the real sense of music, whereby the ones would become more motivated with their favorite methods.

Majority part of the concept of modern education has been addressed towards creation and development technical knowledge and skills in children. Especially, during before primary, primary and secondary educational stages, the pupils should mainly be provided with the subjects such as music, art, design, theatre, dancing and sport so that they would be able to get familiar with both themselves and outer world more closely by increasing their body motions, art and creature motives. According to the results of latest researches, music not only influences on the right hemisphere of the brain, but also it has a great impact on each of the parts of brain, providing harmonic development of the brain hemispheres. The music regarded as main code conveyance of the culture plays important role in the development of the one featuring national-moral qualities and certain positive features when it assemble with national rhythms².

Creativity is at the forefront all over the world. According to different researches conducted by our scientific group, we were able to reveal creativity ability of the children who are under adolescence yet with the drawings that they painted under the guidance of music; and also according to the results of our new method we could measure their national-moral feelings and values; and the way they understand the taste of music; and what their internal emotional spheres like; and finally relation between their masculine or feminine features and music.

² Levintin, D.J. The brain under which in under the influence of the music / D/J/Levintin. Pegasus, 2015, 351 p.

Let's notice to physiological impact of music besides psychosocial one. Thus, music is not only applied in medicine all over the earth but also in moral and educational process of the children in the family music plays indispensable role globally. Historically, numerous researches have been conducted through human sounds, nature sounds and impacts of music by several musicians, philosophers and psychologists. American Music Assembly adopted musical therapy in 1977 as one of the scientific fields. Research on the effects of music on neurotransmitters, vital and immunoglobulins in the last 20-25 years proves once again the benefits of music for human health. Research over the past 10 years has shown unequivocally that music has, and other affects in relieving psychological, neurological and etc stress cases. All these factors allow us to understand this notion definitely that utilization of music will play a great role in sorting out certain psychological issues of pupils (as well as of teacher staff, head of the school and etc.) during mutual work among music teachers, subject teachers and school psychologists in schooling sphere. In case it would be confirmed that the most efficient method is music, the growing generation of Azerbaijan must be enjoyed from it as well. While the concept of modern education and other educational programs being compiled, the assessments of physiologists, psychologists and other relevant persons should be taken into account, their joint interaction should be ensured, and they should be adapted to the potential of students. One of the most important factors is that their participation in the programs designed for the future development of students should be ensured in any way and at any level by reconsidering their willing and desire. All these factors will significantly increase the efficiency and quality of the learning process by creating a serious basis for increasing the learning motivation of students, increasing their learning interests. Modern school music curricula should be written with the mutual participation of musicians, psychologists and music therapists significantly. Music lessons should also be therapeutic. Although majority part of the teenagers name the music as "life", (additional 20) but their taste of music has significantly spoiled. It is possible to restore the musical taste of the pupils', which can be considered as aesthetic, value, moral and affection code through paramountly professional classic, folk and the music genres composed professionally;

and also it is possible to purify their spirit and improve the results of their training by instilling the concept of unity among them. Since the teenagers possess high rate of motivation towards the future and training they should merely be provided with the tutors and education environment relevant to their needs in order to gain effective results. Adolescent learning motivation has been studied from one or another aspect in pedagogical psychological research. In a number of dissertations, this problem has been studied as an object of research. The psychological effects of music have been studied at different ages. These dissertations include followings:

Despite the fact that the sheer number of dissertations have been written by Dos. Askarova O.B. "Formation of learning motivation of teenagers to music lessons in secondary schools", I.A. Dergayeva "Comprehensive study of the perception and psychological impact of music"³ Borisova Y.S. "Psychological features of the organization of music perception of young people with different levels of music education according to categories",

Y.L. Alekseyevna "Principles of interpretation and selection of didactic material in the context of general music education for high school students", F.T. Yuryevna in the field of "Features of learning motivation and emotional experiences of students in early adolescence in the adaptation of young students to the general secondary level" but only the psychological effect of music on the learning motives of adolescents has not been studied.

Object and subject of research. Features of formation of learning motives of teenagers. Subject of research the psychological impact of music on the development of learning motivation in adolescents.

Objectives and tasks of the research: The purpose of the research is to determine the impact of music on the learning motives of adolescents, to develop it through psychological and pedagogical methods, to form their musical tastes, national spirits, values and aesthetic consciousness.

³ Askarova O. B. Formation of educational motivation of adolescents to study at music lessons in a general education school / Candidate of Psychological Sciences / O.B. Askarov.- Tyumen: 2017. 3p.

In order to achieve the goal of the research, the following specific tasks were identified in the course of the work:

1) Analysis of the existing literature on the problem, classification of areas devoted to the study of the research topic on the basis of certain criteria, clarification of the theoretical basis of the problem;

2) Defining the content of the concept of "learning motivation" and grouping certain results of various researches on the problem;

3) Determining the influence of music on the formation of adolescent personality;

4) To study the current situation with the learning activities of adolescents and to study the influence of music on the formation of learning motivation, to prepare proposals and recommendations on the problem;

5) Development of a program that serves the formation of students' learning motives, musical tastes, national spirit and aesthetic education, and includes the cooperation of a music teacher - psychologist - subject teacher.

We are certain through the appropriate ways of music we might be able to significantly increase students' learning motivation by influencing their emotional well-being and mastery. In different word, training motivation of the pupils is directly linked with the influence of the music which directly shows its effect on their emotional sphere and learning capacity. Appropriate music refers to the music samples which have been selected via the aesthetic way by reconsidering the age category and musical taste of the pupils.

Research methods: The following methods were used in the research process:

1. Theoretical analysis - scientific sources related to the problem have been investigated.

2. Observation - behavioral and learning activities of adolescents have been observed.

3. Experiment - An experiment has been conducted to measure the effects of music on the learning motivation of adolescents.

4. A 3-block written questionnaire (Music taste; National spirit; Attitude to the learning process) and oral interviews have been organized by us in order study the problem of motivation in adolescents.

5. Quantitative and qualitative analysis of the results has been carried out through the statistical methods.

Many motivational theories are considered in the foreign literature. According to H. Schols' classification, they can be grouped into 3 types: theories based on specific features of human activity; theories on personal issues, procedural theories. The first type of theories is based on the needs and motives of a particular individual. The second type of theories includes the structure of the motives and needs of the individual and its manifestations. The third type of theory is based on the influence of environmental factors on personality motivation. In A. Maslow's theory of motivation, the tendency to continuous development of the personality is considered as the main motive. Motives are conditioned by needs, which have several levels. From biological motives to self-realization. According to this theory, behavior is conditioned by internal and external motivation based on needs and abilities. In contrast to this theory, McClelland's theory was based on high-level requirements: power, success, belonging. One of them is dominant in different people.⁴

The main provisions of the defense:

1. Musical taste is one of the key factors influencing training motivation of teenagers, who are paramouly drop under the effect of the music they are listening whereby their national spirit and aesthetic tastes are influenced significantly.

2. The music which is listened during the period of adolescence influences headfront which is under the development in teenagers developing the system of values and cultural code and their future dreams.

3. Music that meets high aesthetic requirements causes students to change the structure of their learning motives.

4. Music has an important impact on the formation of adolescent personality, social relations, and the formation of interpersonal relationships.

Scientific novelty of the research: During adolescence:

⁴ <https://students-library.com/library/read/62009-teorii-motivacii-v-otecestvennoj-i-zarubeznoj-psihologii>

- The positive effect of music on the formation of learning motives was identified;
- A qualitative change in the learning motives of students was achieved through the applied methodology;
- Correction of students' musical taste was achieved;
- A change in the hierarchy of values has been achieved

Theoretical and practical significance of the research: The main provisions of the research and its results enrich pedagogical psychology with new theoretical knowledge, forming a new approach to the role of music in the training and education of students, the formation of the national spirit and providing appropriate condition for conducting new researches in this field. Researchers conducting research in the field of education can refer to the provisions and results of the dissertation.

The results of the research can be widely used by parent-teacher-school psychologists in improving the motivation of students in educational institutions, in the implementation of educational work, in the proper direction of society, social environment, and family relationships.

Approbation and application: The results of the research were first discussed with reports and speeches at scientific seminars of the Institute of Education of the Republic of Azerbaijan, scientific and practical conferences at the national and international levels. Articles and theses reflecting the main provisions and results of the research have been published and approved in local and foreign scientific journals. Various parts of my research have been published in the scientific publications of the Institute of Education of the Republic of Azerbaijan.

The dissertation work of mine has been completed at the Institute of Education of the Republic of Azerbaijan.

The structure and scope of the dissertation: The dissertation consists of an introduction, three chapters encompassing nine paragraphs, a conclusion, and a list of used references and appendices.

Here includes Introduction 8, I Chapter 63, II Chapter 30, III Chapter 23, result 3, list of used literature 11, appendices with 17 pages, totally dissertation work of mine consists of 226361 signs.

THE MAIN CONTENT OF THE DISSERTATION

The "Introduction" part of the dissertation substantiates the relevance of the topic and the degree of development, the object and subject of research, goals and objectives are defined, by providing with information on methods, hypotheses, scientific novelty, theoretical and practical significance, provisions submitted for defense, approbation and structure of research.

The first chapter is entitled "**Scientific approaches to the problems of the impact of music on human personality and psychology**" consisting of three paragraphs. The first paragraph, entitled "Studies on the psychological and physiological effects of music on Islam and world cultures," describes the medical and psychological use of music in Islamic and world cultures.

Music therapy is the professional use of music and its elements in medicine, education, our daily lives, in the collective, in the family, in communities that serve to optimize quality of life, improve physically, physiologically and psychologically, in social, communicative, emotional, intellectual, spiritual health and well-being. Music has existed since the creation of man and has existed in the history of every society.

The second paragraph "**Analysis of pedagogical-psychological literature on the problem**": Tumen State Institute of Culture, Associate Professor Askarova Olga Borisovna in the dissertation "Formation of learning motives of teenagers in music lessons in secondary schools", PhD in Psychology Dergayeva Irina Anatolyevna in the dissertation "Comprehensive study of music perception and psychological impact" have researched the problems emerged due to mutual influence of individual and music; and the topics related to the influence of individual psychological characteristics of the man on the perception and psychological conception of music.

In another research work, Yelena Sergeevna Borisova PhD candidate in Psychology has explored the topics on musical tastes and the descriptions of musical inclinations of senior students in his researchal work entitled "Psychological features of the organization

of musical perception of young people with different levels of music education in accordance with the categories".

Candidate of pedagogical sciences Yezhova Lyudmila Alekseyevna in the dissertation work "Principles of interpretation and selection of didactic material in the conditions of general music education for high school students" has studied development trends, the structure of music education of senior students, listening to and systematizing music in the author's methods; topics such as theoretical and methodological bases of interpretation and selection of musical works in the context of general music education of high school students.

"In order for an idea to become a real value for a person, it must be reflected in the mind not only in its objective sense, but also have a certain meaning for the person" (PI Zinchenko). Scientists note that motivation is related to the age characteristics of the child. However, the age limit does not define molluscs as a stage of maturation. It is the nature of the child's activity and his interactions with the people around him that determine this. It is not the age limit in itself, but the nature of education that determines the motives at this age (N. S. Leytes, A.K. Markova, D.B. Elkonin and others).

A.N. Leontyev noted that the specific features of emotions are that they reflect the relationship between motive and the possibility of success in action, the ability to realize these motives. If these feelings are positive, the environment has a developmental effect, and the child's mental and personal development can take place there.

Numerous psychological and pedagogical studies show that the effectiveness of education depends largely on the child's attitude to the learning process, subject; and the task is given by the teacher. In addition, how the child experiences his successes and failures, and his relationship with the teacher plays indispensable role. It was also found that in school practice, many teachers underestimate the assessment of emotions as a motivational area.

About emotional training materials: Of course, features of teaching materials, such as not including the student in active learning activities, can only attract the student's attention in the short term without providing him with internal educational motivation.

The third paragraph of the first chapter of the dissertation is entitled as "**Mechanisms of music's influence on human feelings and emotions**" section containing extensive research in the field of neuroscience on the effects of music on the human brain. Starting from the creation of mankind, mothers have sung soft songs to put their children to sleep or to distract them from their anxieties. Layla has been described as an indispensable, irreplaceable, magical ways to create relationships between mother and baby, having has been described through various research studies. Children's interest in music begins in the womb continuing until about 10 years of age with the formation of appropriate circuits in the brain. In the process, the child's search for selective music comes to the fore. At the age of 14, music choices begin to take shape more consciously, with the influence of emotional processes on the music patterns, having been listened to until then. All musical works listened to after this period are evaluated according to these patterns formed in the early youth being classified as "approved" or "disliked".

Paragraph fourth, entitled "**The role of music in the formation of social achievements**" explores the important role of the Azerbaijani people in the formation of a person with national and spiritual values when combined with centuries-old national and spiritual values, music, carrying the cultural code - national rhythms. The promotion of these values should begin not in the preschool, not in the school, but in the family, in the parents, in the womb. At present, the most important task for the education system is to bring up the young generation as a person with a scientific outlook, high moral qualities, harmoniously developed, socially active, combining spiritual richness, moral purity and physical perfection.

Chapter II of the dissertation entitled as "**The role of music in the formation of learning motives in adolescence**" contains 3 paragraphs, in the first paragraph of which, entitled

Paragraph 1, entitled "**The importance of learning motivation in the development of the adolescent's personality**" reflects the main objectives of education, the formation of a competitive personality providing the necessary requirements for modern times, pos-

sess national-spiritual and universal values. In this regard, the forthcoming tasks encompass the issues such as inculcating the experience gained by mankind, providing the necessary information and the basics of knowledge to the younger generation. Training is one of the key factors in fulfilling these responsibilities. Our time is a time of rapid dissemination of information and rapid increase of scientific knowledge. At a time when everything is changing rapidly, it is very difficult in terms of time and other resources to give the growing generation a deep and comprehensive knowledge of the basics of science. At the same time, students need to develop the skills to use these skills and apply them in practice. On the other hand, the ability of students to analyze the right or wrong of the acquired knowledge, agile thinking, emotional perception, high intuition, culture of listening and expression, the formation of skills are the most strict requirements of current times, etc. topics are reflected.

Our analysis in Section 2, **“The Impact of Music on the Intellectual Development of Adolescents”** shows that there is likely to be an important relationship between students' musical skills and their general perceptual skills and openness to innovation. At the same time, the analysis suggests that the development of musical skills determines the general perceptual skills and the tendency to innovate; in other word, without being able to say that there seems to be a serious sufficient basis to say that the development of students' musical abilities increases their general perceptual skills. In many cases, when people are in a new environment, they are likely to deal with different ranges of elaborate issues, in the circumstance of which , certain areas of their brains are actively involved in this process. It is known that in this case, the two basic functions of the intellect - the perception of new information - processing and memory speed play significant role. Intelligence includes a set of functions such as a person's ability to think, accept reality, judge, and draw conclusions; in other words, the intellect is able to respond adequately to sudden set of the events such as, being able to adapt to innovations, to understand, to learn, to analyze, to process and respond to

information from the five senses and to control attention and thought, to pay attention to detail, and so on.

Chapter II, paragraph 3, is entitled "**Music as a means of motivating adolescents to learn**", containing several factors that motivate students to learn such as parent, teacher, school environment, subject teaching methods, etc. What factors motivate students during adolescence, when the influence of all these factors is weakened? It is interesting to note that while the influence of all other factors weakens during adolescence; the influence of music continues to increase, triggering interest. Children's music choices - on the basis of music patterns listened to until the age of 14, under the influence of emotional connections, begin to form in a healthy way. All musical works listened to after this period are evaluated according to these patterns and classified as "approved" or "disliked". Researchers mark adolescence as a turning point for music choices. The interest in music peaks in adolescence and determines the subsequent interest and tendencies.

Chapter 1 of the chapter "**Experimental psychological study of the process of formation of learning motivation of adolescents through music**" entitled "**Research Methods and Methodology**", the problem of motivation in the analysis of literature, the impact of music on learning motivation, specific features of adolescence, visible and invisible psychological problems in the spiritual education of adolescents, as well as problems with personality. -psychological issues, psychological diagnostics of personality and musical intelligence have been involved in the research having been obtained alluring results.

The methodological basis of the research has been encompassed from H. Gardner's theory on multifaceted intelligence and theories of interpersonal relationships. The following methods were used in the research process:

Theoretical analysis: Sources of electronic information related to the impact of music on learning motivation in the Azerbaijani and world literature, as well as pedagogical, psychological and methodological sections were analyzed.

Observation: During different classes, the demeneours of teenagers in the same place and separately, the level of interest and

attention towards the lesson, the activities of participation in the question and their response have been monitored precisely.

Interview: during the study, interviews were conducted with parents, students, and teachers and individual interviews were conducted with each group.

Questionnaire: The method was used to determine the learning motivation of student having been by us by adding "communicative motivation" and "creative self-determination motivation".

The leading learning motive of students was determined by the methodology of determining the dominant learning motive.

The survey, which consisted of 3 blocks, collected and analyzed students' views on motives, aesthetic education and national spirit (national self, national consciousness).

"Content and organization of the experiment" reflects the methods used in the research, the work carried out in connection with the experiment. He spends most of his age, when his creative, social and personal skills are formed, by studying in a standard educational environment, which are resulted in anxiety, failures, psychological disorders, etc. The content of modern education, curricula and training strategies ought to be designed taking into account the recent scientific knowledge about the capabilities of the human brain and its developmental features. In other words, the latest research on the human brain should be taken into account in education and training

In our research, we have studied the psychological impact of music on the motivation of education and training of adolescents. It is no coincidence that we study students in their teens. This period is a transition period in which students need more attention, crisis, positive or negative trends in their development. Music is one of the tools that can best influence children of this age. One of the main tasks of research in the field of education should be to determine the positive impact of music on the learning motives, aesthetic education of adolescents, the formation of their national spirit and their development by psychological and pedagogical methods.

Paragraph 3, entitled **"Processing and interpretation of results"** The study included a total of 600 students from 4 different

schools, including secondary school No. 232, Ataturk High School, Istanbul High School, Elite Gymnasium. Participants were randomly selected into two equal groups for testing and control. A total of 350 students were analyzed, including 250 experimental (130 women and 120 men, mean age 13 ± 2 years) and 100 control (50 women and 50 men, mean age 12 ± 3 years) groups. The methodology "Music - educational motivation" was applied to the experimental group in one academic year. One year later, the state of students' educational motivation was assessed by the questionnaires "Study of Adolescents' Motivation to Learn" and "Diagnosis of Schoolchildren's Educational Motivation". Mathematical-statistical methods were used for the processing of the obtained indicators, quantitative and qualitative analysis of the data was carried out.

The experiment was conducted in 3 stages:

In the first stage, 250 out of 350 students, 130 girls and 120 boys, were randomly selected into the experimental group and 100 students into the control group. The initial level of learning motives of 350 7th, 8th and 9th grade students involved in the study was determined.

In the second stage, in order to study the effect of music on learning motivation in experimental groups, the "Music-learning motivation" methodology was applied, consisting of psychological diagnostics, group therapies, music lessons, etc. for 45 minutes once a week for one academic year.

Phase III was implemented at the end of the academic year after the completion of the research program. In this case, in order to compare the results obtained with the application of the program in both experimental and control groups, the methods of "Study of learning motivation in adolescents", "Learning motives" and "Diagnosis of school motivation in adolescents" were used. The 22nd package version of SPSS-22 - IBM SPSS (Statistical Package for the Social Science) program was used to process the obtained data and draw final conclusions. Quantitative and qualitative analysis of the obtained results was carried out. Initially, the number, percentage, average, standard deviation, range of variation, minimum and maximum indicators for socio-demographic characteristics was deter-

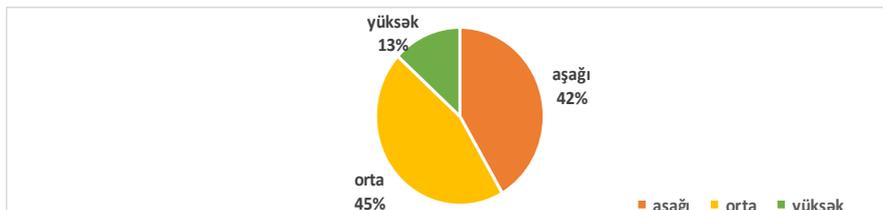
mined. In the study, groups that did not show a normal distribution in the comparison of the two non-original groups were analyzed by the Mann-Whitney U test. In group comparisons of no more than two independent groups, the results were determined by the Kruskal-Vallis H test for groups that did not show a normal distribution. The relationship between the two variables was analyzed by the Sperman correlation. $p < 0.05$ was considered statistically significant (Table 1).

Table 1

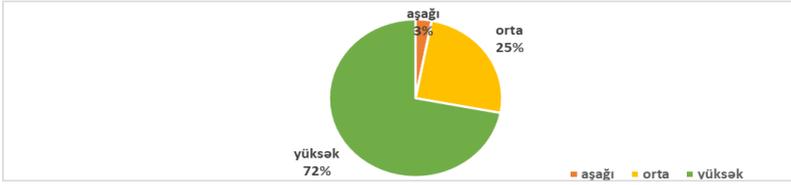
Demographic indicators for experimental and control groups

Demographic characteristics		Experimental group		Control group		
		%	N	%		
Sex	Female		130	52%	50	50%
	Male		120	48%	50	50%
Grade	7	7a	53	21,2%	20	20%
		7b	21	8,4%	10	10%
		7c	17	6,8%	10	10%
	8	8a	71	28,4%	30	30%
	9	9a	52	20,8%	15	15%
		9b	36	14,4%	15	15%
School	232 Number School		76	19,2%	25	25%
	Ataturk liesum		48	21,2%	25	25%
	İstanbul liesum		53	29,2%	25	25%
	Elitar Gymnasium		73	30,4%	25	25%
Total			250	100%	100	100%

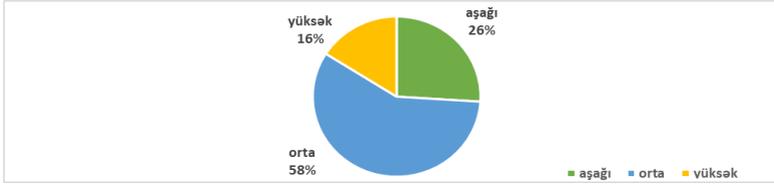
Picture 1. and 2. show the experimental results, while Figure 3. and 4. show the results of the control group before and after the experiment, respectively.



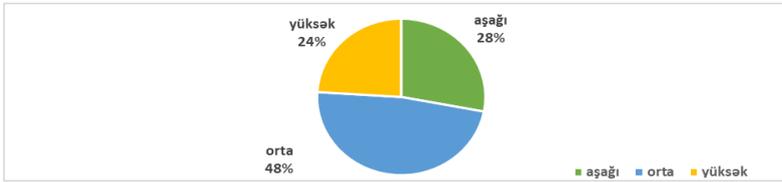
Picture 1. Pre-test results in the experimental group



Picture 2. Post-test results in the experimental group



Picture 3. Pre-test results in the control group



Picture 4. Post testing results in controlling group

The main provisions of the research are summarized as follows:

1. The study confirmed the importance of music education and the positive impact of music on the development of other areas of intelligence. Paying close attention to the content of music lessons and learning strategies has a significant impact on student's musical tastes and learning motivations.
2. The study found that music taste has a significant impact on the formation of learning motivation in adolescents. The music that students listen to has a significant impact on their upbringing in the national-spiritual spirit and the formation of their aesthetic tastes.

3. Music listened to during adolescence affects the "frontal lobe" of the developing brain in adolescents and contributes to the formation of a system of values - the code of culture and dreams for the future.
4. Music that meets high aesthetic requirements has a significant impact on the formation of adolescent personality, the formation of social ties, and the formation of interpersonal relationships, causing students to change the structure of learning motives.
5. It was found that the music therapy methodology applied continuously and systematically caused a qualitative change in the structure of students' learning motivation and had a significant impact on their behaviour.
6. During the experiment, students' learning motivation increased significantly as a result of the application of the methodology "Music as a learning motivation". This unequivocally confirmed the positive effect of the "Music as a learning motivation" methodology on students' learning motives.
7. Affirmed that the impact of the "Music as a learning motivation" methodology on students' learning motivation did not depend on the location of the school, the type and form of education, or the social capabilities of the families.
8. The "Music as Learning Motivation" methodology reduces not only the motive of self-perception by providing inner satisfaction and cognitive interest, but also the cognitive need for development for the sake of development. updated. As a result, there was a change in the hierarchy of students' values.
9. During the study, a significant statistically significant positive correlation was recorded between students' meaning of learning and their school success scale ($p < 0.05$). This means that as students' personal meaning of learning increases, so does their desire to succeed in school. Or, conversely, as students succeed in school, the personal meaning of learning begins to increase in students.
10. Processing of the results obtained during the study showed that there is a statistically significant positive relationship between internal or external motives and cognitive and social motives ($p < 0.05$).

This means that as the internal motives of the subject increase, so do the cognitive and social motives.

11. In general, we found that the methods we used to increase the learning motivation of adolescents were effective. The students' external motives were replaced by internal motives. This work is the first study in our country to assess the impact of music on the motivation of education in adolescents. As a result of the research, it can be said that the education model, which combines music and art, has a positive effect on the educational motivation of adolescents.

Suggestions and recommendations:

- The content of modern education and curricula should take into account the assessments of neurologists, physiologists, psychologists and other stakeholders, ensure their mutual cooperation, and adapt to the potential of students.
- The curricula of modern school music lessons should be written with the participation of musicians, psychologists and music therapists. Music lessons should also be therapeutic.
- It is necessary to develop and use programs that shape musical taste, national spirit and aesthetic education.
- A program should be developed that serves the formation of students' learning motives, musical tastes, national spirit and aesthetic education, and combine mutually cooperation of a music teacher - a psychologist - a subject teacher in it.
- We offer 3-block of written questionnaire which will encompass Music pleasure; National spirit; Attitude to the learning process and etc. and such kinds of interviews to be conducted appropriately in order to study the problem of motivation in adolescents.
- We propose that the results of the research should be widely used by parent-teacher-school psychologists in raising the motivation of students in educational institutions, in the implementation of educational work, in the proper direction of society, social environment, and family relationships.

The main content of the dissertation is reflected in the following works of the applicant:

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