

forms materializes deep worldview, aesthetic consciousness and historical memory of communities living at the intersection of land and sea.

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THE AESTHETIC POTENTIAL OF MUSIC EDUCATION IN THE CONTEXT OF MODERN PEDAGOGICAL CHALLENGES

In the period of adulthood, there is an active development of the personality, the formation of values and world views, especially the question of harmonious and holistic development. In this context, music education ceases to be only an optional element or teaching of a private skill. It acts as an element of general aesthetic development, a tool that affects the emotional, intellectual and spiritual spheres of students.

The modern world, saturated with clipped information flow and often fragmented cultural impressions, creates for the teenager "aesthetic noise", in which it is difficult to develop their own taste and stable criteria of beauty. It is the system of musical education, built not as a mechanical mastery of the notate, but as a way to know the world through sound, can be an antidote to this disunity. It offers not passive consumption, but active dialogue with cultural heritage and modernity, developing the ability to deep perception, critical thinking and emotional response.

The purpose of writing the article is to analyze the mechanisms of influence of music education on the development of aesthetic consciousness.

The main part. The role of music in the aesthetic development of adolescents is multifaceted. It, according to D.B. Kabalevsky, works in synthesis with other arts, enriching the perception of literature, painting, cinema [1]. Through music the student learns the laws of harmony and dissonance, form and content, tradition and innovation – categories that are universal for all art culture. Moreover, music, being an art of temporality and abstraction, trains imagination, empathy and imaginative thinking, teaches to perceive complex, unbalanced meanings and shades of the senses.

Consideration of the role of music education has relevance, which is due to its unique potential in forming an aesthetically developed, sensitive and creatively thinking personality. This article aims to analyze the mechanisms

of influence of musical education on the main components of aesthetic development of adolescents: formation of taste, development of emotional intelligence, broadening of cultural outlook and activation of own creative abilities. We consider how a well-designed pedagogical process can turn music lessons into a space for personal growth, where the technical mastery of the instrument or voice becomes not an end in itself, but a means to understand the beauty and complexity of the surrounding world.

Music education plays a key role in the overall aesthetic development of adolescents, forming not only their musical skills, but also contributing to the development of creative thinking, emotional sensitivity and cultural literacy. In the process of learning music, teenagers are introduced to a variety of musical styles and trends, which widens their horizons and deepens their understanding of cultural contexts. Music helps to develop aesthetic feelings, forming the ability to perceive and analyze works of art. Participation in musical groups, singing or playing instruments promotes the development of team spirit, ability to work in a group and overcome difficulties of joint activities. Music also has a positive effect on the emotional state of adolescents, helping them to express their feelings, cope with stress and find harmony. Music classes contribute to the development of analytical and creative abilities, which is an important aspect of general education. This helps teens not only in mastering the musical language, but also in applying these skills to other areas of life such as painting, theatre or literature.

Music as a means of aesthetic education occupies a special place in the educational system and personality formation. From early childhood, music affects the emotional sphere of a person, helping to develop the ability to perceive the beauty and harmony of the world around us. Through interaction with music, children and adolescents learn to feel and understand the aesthetic values that lay the foundation for their further cultural and spiritual development. Music helps to develop not only auditory and vocal skills, but also general cognitive abilities. Regular music lessons help improve memory, attention and concentration, as well as develop analytical and creative abilities. Performing music, participating in ensembles and choirs, as well as playing on musical instruments instills a sense of collectivity, responsibility and self-discipline in children and adolescents. Music also plays an important role in aesthetic education by developing the content of its works. Masterpieces of world music culture introduce listeners to different centuries, stylistic trends and cultures, broadening their horizons and deepening understanding of the world cultural heritage. In the process of active listening and analysis of musical works, children and adolescents develop an ability to aesthetic appreciation and critical thinking. Music contributes to the emotional and moral development of the person, because it is endowed with the ability to express deep feelings, states and ideas. Interaction with music helps adolescents to better understand and work through their emotional experiences, which is especially important during their active emotional development. The influence of music on a person is

multifaceted - it not only enriches the inner world, but also has a therapeutic effect, helping to relieve stress, improve mood and overall psychological harmony. The inclusion of music in the educational programs and daily life of adolescents is important not only for their musical development, but also for the formation of a common culture and moral character.

Music as a means of aesthetic education is a powerful tool that promotes the comprehensive development of the personality, forms aesthetic perception, emotional maturity and cultural awareness. The musical preferences of adolescents are an important and interesting aspect of their lives, reflecting their thoughts, feelings and identification with certain social groups. At this age, music plays a special role, becoming not only a source of pleasure, but also a means of expression, a form of communication and a method of social integration. Teens often choose music that resonates with their current emotional state and life circumstances. At the same time, genre preferences can vary considerably, from pop music to more alternative and niche trends such as hip-hop, rap, rock, indie, electronic music and even classical. Each of these genres provides its own unique ways of expressing personality and membership in a particular social or cultural group.

Teens' taste for music is highly dependent on their friends and environment. There is enormous peer pressure in adolescence, and often the choice of music becomes a means of group integration and identity demonstration. Popular artists, bands and musical trends that affect a significant number of young people become part of their daily conversations and discussions, creating reasons for adopting or rejecting new music styles.

In the digital age, the internet and social media have dramatically transformed the process of developing musical tastes for teenagers, making them a primary source, navigator, and social platform for music. This shift from traditional channels (radio, television) to digital platforms has created an unprecedented accessible, personalized and interactive music environment.

Teens today have instant access to a global music library through streaming services (Spotify, Apple Music, YandexMusic, VK Music) and video streaming (YouTube). The key difference is not just access, but algorithmic personalization. Smart recommendations ("Discover Weekly", personal playlists) and mixes based on the listened constantly introduce young people to new music that often goes beyond their usual circle. This forms more eclectic and niche tastes, allowing the teenager to explore genres ranging from K-pop and hyperpops to lo-fi and ethnic electronics on their own, without an external diktat.

Social media (TikTok, Instagram, VK) have made music a key element of social interaction and self-presentation:

Short videos on TikTok often revolve around a particular track that could become a world hit overnight. Music here is not just a background, but an active participant in the trend, meme or challenger.

By placing a track on his/her own page, sharing a playlist "in mood" or quoting text in status, the teenager signals his/her belonging to a particular subculture, mood or community. The taste of music is becoming an important part of the digital self.

Bands, publicists, fan-arts and discussions about new albums in comments create a sense of belonging. The teenager does not just listen passively, but becomes part of an active fandom, where peer opinions and recommendations are often more significant than critical assessments.

The digital environment dramatically simplified the presentation of modern music. Independent artists can directly post music on SoundCloud, Bandcamp or YouTube. Teenagers often become the discoverers of such artists, feeling their part in their success. This creates a more democratic and horizontal model of the music industry, where authority is not built "from above," but within digital communities themselves.

However, there is also a downside to this model. Algorithms that adjust to taste can limit musical horizons, constantly offering similar music. The common music field that mass media used to create is blurring. Different groups of teenagers may have completely unrelated musical universes. The culture of singles and short forms (as in TikTok) can foster a fragmented perception of music when a 15-second excerpt is remembered rather than a whole album.

The Internet and social media not only provide teenagers with access to music; they actively shape the process of its consumption, discussion, and integration into identity. The music environment has become interactive, socially conditioned and deeply personalized. This gives teenagers unprecedented freedom for cultural self-determination, but also presents them with new challenges in navigating the ocean of content and consciously shaping their own flavor rather than one imposed by an algorithm.

Personality and psychological factors also strongly influence musical preferences. Sometimes choosing a musical genre can be a way of rebelling against traditional values and attitudes taught by family and society. For some teenagers, music can have a therapeutic value by helping to deal with internal conflicts, stress and anxiety. Music becomes a kind of safe space that you can run into when the reality seems too difficult or hostile. It is also worth noting the cultural and ethnic diversity that influences musical tastes. Teenagers from different cultures and nationalities often bring their traditions and musical heritage into their daily lives, which enriches the entire music landscape and creates interesting merging tendencies. Adolescents' musical preferences are a multifaceted phenomenon reflecting their emotional experience, social connections, cultural background and personal aspirations. Music accompanies them at every stage of adulthood, playing an important role in shaping their identity and the way they interact with the world around them.

Musical activity has a complex and profound impact on the personal development of adolescents, acting as a unique trainer for emotional, intellectual,

social and volitional potential. Its impact extends far beyond aesthetic pleasure, shaping key competencies and character traits.

Music serves as a powerful channel for emotional navigation and catharsis. In adolescence, characterized by hormonal storms and the difficulty of normalizing feelings, music becomes a safe "container" for experiences. The teenager not only listens passively, but also actively expresses through performance or composition of music what is difficult to express in words - from rebellion and longing to joy and hope. This develops emotional intelligence: the ability to recognize, call and regulate one's own emotions, as well as respond empathetically to the emotional message of musical works.

Music classes are intense cognitive training. The instrument game activates the brain in an unprecedented way: motor centers (fine motor), visual cortex (reading notes), auditory cortex (sound perception) and prefrontal cortex (concentration, planning) are activated simultaneously. This:

- Improves memory and attention. The need to remember long scores and focus on many parameters (rhythm, dynamics, tone) trains working memory and random attention.

- Develops spatio-temporal thinking. Understanding musical structure, durations and harmonic sequences strengthens mathematical and logical abilities.

- Stimulates neuroplasticity. Regular exercise creates and strengthens neural connections, which positively affects the overall learning ability and adaptability of the brain.

The process of mastering a musical instrument or vocal technique is a long chain of overcoming difficulties. The teenager faces physical limitations, difficult rides, stage fright and the need for daily, sometimes routine exercise. Overcoming these barriers produces:

- Perseverance. The ability to maintain interest and determination in achieving long-term goals despite setbacks.

- Tolerance to frustration. Ability to respond constructively to mistakes, viewing them as part of the learning process rather than a personal failure.

This experience shapes psychological resilience and a "growth mindset" – the belief that abilities can be developed through work. This skill becomes a metacompetency, which the teenager transfers to study, sport and future professional activity.

Musical activity, especially collective (choir, orchestra, ensemble, group), is a model of ideal social interaction. It teaches:

- Teamwork and cooperation. Each member must play their game perfectly, listening to others at the same time and adapting to the rhythm and dynamics of the game.

- Non-verbal communication. To understand the conductor, exchange views with partners in the ensemble, feel the energy of the room.

– Responsibility to the group. Missing a rehearsal or a mistake at the concert fails not only yourself, but the entire team.

This creates a lasting sense of belonging and social identity, which is crucial for the teenager seeking his or her place in the community.

Musical activity acts as a universal developmental medium for the teenager. It trains emotions, intelligence, will and social skills in a synchronized manner, providing a unique language for self-expression and a model for overcoming life's challenges. Investing in music education is investing not in a narrow specialist, but in the formation of a harmonious, adaptive and psychologically resilient personality capable of creative problem-solving in any sphere of life.

Musical activity also stimulates intellectual development through interaction with rhythm, melody and harmony. Musical texts and structures are partly mathematical and logical problems, which contributes to the development of abstract thinking and improvement of analytical abilities. Research shows that learning music has a positive impact on school performance, especially in areas such as mathematics and language.

The social aspects of music education are also extremely important. Participating in orchestras, choirs and other musical groups gives teenagers the opportunity to learn how to work in a team, develop communication skills and feel part of the community. These collective musical events promote social responsibility, self-confidence and compassion by requiring mutual understanding and support.

Conclusion. Music is a powerful means of self-expression, helping teens find their voice and express their identity. This is especially important at a time when adolescents are actively seeking their identity and are under the strong influence of others. Ability to play or sing in front of an audience increases self-esteem and helps you cope with public performances in the future.

Finally, music education introduces adolescents to the cultural heritage and helps develop a broad approach. They are exposed to different musical styles and traditions, which contributes to the development of tastes and culture. Musical activities broaden their knowledge of the world and promote tolerance and respect for other cultures. Musical activities have a comprehensive positive impact on the personal development of adolescents, improving their emotional, intellectual and social skills, supporting their desire to express themselves and helping them find their place in society.

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