

COMPARATIVE ANALYSIS OF DIFFERENT AGE SCHOOL PUPILS' VIEW ON ONLINE AND TRADITIONAL EDUCATION

Mustafoyeva Irodakhon Ilkhom kizi,
4th Course Student of Navoi State University

Khasanova Yulduz Mukhtor kizi,
Scientific Supervisor, NSU Teacher,
E-mail: yulduzhasanova025@gmail.com

Abstract

This study aimed to investigate the effects of listening to music on students' learning efficiency and concentration. The study compared students' learning outcomes with and without music. The effects of music on attention, motivation and task performance were analyzed using questionnaires.

The results showed that students who studied in a quiet environment achieved better overall results. They were more effective at understanding text and solving complex problems, suggesting that the absence of music allowed them to better control their thinking processes. While some students noted that music inspired them, the overall results indicated that music was more of a distraction.

The genre of music also played an important role. Some students found instrumental music helpful, while others found nature sounds more effective. However, the results of the study showed that studying without music is one of the most reliable ways to increase academic performance. This study emphasizes the importance of considering students' individual learning styles and confirms the superiority of a quiet environment in creating effective learning conditions.

Keywords: Adolescents, learning performance, distract, instrumental music.

Introduction

Music plays a significant role in the lives of modern youth. In their daily activities, music is not only a means of recreation, but also a factor influencing the learning process. Numerous studies have studied the relationship between music and cognitive processes and shown that music can increase the effectiveness of learning

or conversely, distract. This issue is especially relevant for adolescents, who use music in different ways according to their personal methods. The introduction to this study discusses the relationship between music and learning, the influence of the type of music on the learning process and the importance of this topic.

The influence of music on the human mind has been studied in the fields of psychology and pedagogy for many years. Various scientific studies indicate that listening to music can help to concentrate, increase emotional stability and reduce stress. However, not everyone considers music useful while studying. Some researchers are trying to determine exactly what types of music increase or decrease attention. This indicates the need for a detailed study of how music affects the reading process of adolescents.

Teenagers approach the reading process differently than adults. Since their brains are still developing, the process of controlling attention and consolidating memory is still ongoing. Therefore, while some adolescents can study better with music, others prefer to stay away from music. This confirms the important role of music in the formation of individual learning styles of young people.

Researchers divided the types of music into three main areas: instrumental music, nature sounds and vocal music. Instrumental music (classical) is said to be able to increase concentration in most cases. Nature sounds can calm the human mind and reduce stress levels. However, vocal music, especially popular songs, can be distracting and reduce reading efficiency. These aspects indicate the importance of choosing music in creating an effective reading environment for teenagers. In addition, the effect of listening to music on reading also depends on personal characteristics. Some students perceive information better through hearing and music creates a comfortable environment for them. Others study better through visual or kinesthetic methods and music can be a distracting factor for them. Therefore, the relationship between music and reading efficiency should be considered on an individual basis.

The relevance of the topic is that in the current era of globalization and technological development, acquiring knowledge is becoming increasingly important. Teenagers are looking for effective methods in the process of preparing for school. Listening to music is also being studied as one of these methods. By studying this topic, it is possible to draw scientifically based conclusions about the

relationship between music and learning performance, develop effective learning strategies and further improve the educational process.

LITERATURE REVIEW

The relationship between music and learning has been widely studied by many researchers. There are various scientific approaches to the effectiveness of listening to music, especially for teenagers, while studying. Studies in this area show that it can have a positive effect on students' attention, reduce stress levels and better absorb educational materials. At the same time, some researchers emphasize that music is not always effective, especially vocal music can be distracting.

Researchers divided the factors affecting music and learning effectiveness into three main groups: the effect of music genre and tempo, individual learning styles and students' personal characteristics. Studies conducted in this regard indicate the need for a deeper analysis of students' attitudes towards music and how it affects their learning process. Studies conducted in different countries have yielded different results. For example, a study by Hallam and Price (2005) found that listening to classical music improved the performance of elementary school students on a math task. Similarly, Cassidy and MacDonald (2007) examined the relationship between music and attention span and found that vocal music can distract students. Schellenberg (2005) found that listening to music can lead to short-term cognitive improvements. He noted in his study that music can have positive effects on attention and memory, but long-term effects are not consistent. This effect is often associated with emotional arousal and mood changes.

METHODOLOGY

This section describes the methodological foundations of the study, the selected methods and the research process in detail. The study aimed to study the relationship between music and the learning process, with the main focus on determining the impact of music on students' attention, memory and academic performance. The study combined quantitative and qualitative methods and aimed to achieve reliable results.

The study was conducted using experimental and survey research methods. The experimental approach allows us to compare the effectiveness of studying with and without music. Surveys were used to determine the subjective opinions of

respondents and their attitude towards music. The study includes quantitative and qualitative analysis methods:

Quantitative analysis – was carried out using standardized tests to assess students' learning performance.

Qualitative analysis – was carried out through questionnaires to study the personal attitude of respondents to music.

This study aimed to determine how music affects students' concentration and academic performance. These results can serve as a basis for developing new methodological approaches in the education system.

A total of 28 students participated in the study. The participants were students aged 14 - 18 years and they were divided into two groups:

First group (14 people) – students who studied with music.

Second group (14 people) – students who studied without music.

The study used various data collection methods:

1. Experimental method: During the experiment, participants were divided into two groups and completed reading exercises. Both groups were given reading materials on the same topic, but the experimental group was engaged in background music during the study process. The second group studied in complete silence. The results were evaluated through standardized test scores. The test results of both groups were compared and the effect of music on the study process was analyzed.

2. Survey method: In the second stage of the study, a questionnaire was provided to the participants. The questionnaire consisted of several questions. The survey results were evaluated and summarized through thematic analysis.

The following approaches were used to analyze the data:

Descriptive statistics – analyzing the overall results of students.

Test analysis – comparing the results of two groups.

RESULTS

In the following pages, you can get involve the main results obtained from the experimental and questionnaire data collected during the study. A total of 28 students participated in the study. Initially, they divided into 2 groups. During the experiment, both groups were given a reading comprehension text. One of them completed this task with music. Then they took a test and 1 point was assigned for Each correct answer. The average scores are shown in the chart below:

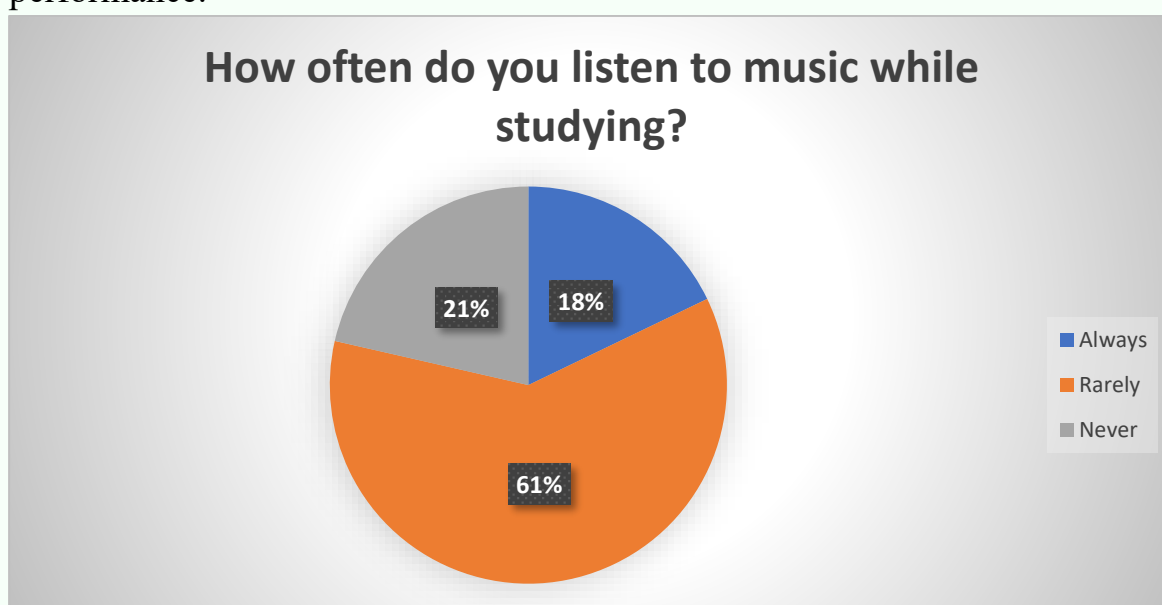
Group	Average score	Maximum score	Minimum score
With music	7	9	4
Without music	8	10	6

The group that studied with music scored an average of 7, with the highest individual score being 9 and the lowest score being 4. This suggests that some students in this group performed well while others struggled to understand.

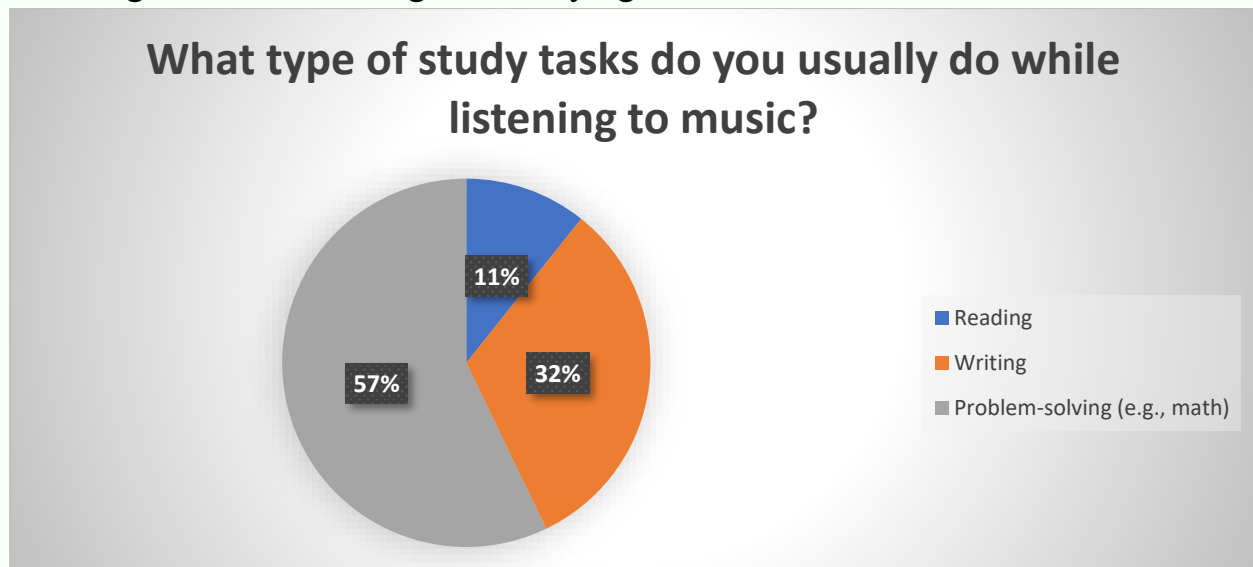
In contrast, the group that studied without music performed slightly better overall, with an average score of 8. The highest score in this group was 10, meaning at least one student achieved a perfect score, while the lowest score was 6, indicating more consistent performance across participants.

These findings suggest that while music may help some students focus, it can be distracting for others, depending on individual learning preferences. In conclusion, although the silent group performed slightly better in this study, the effectiveness of background music remains subjective. Further research is needed to examine individual differences in cognitive responses to auditory stimuli during learning activities.

The charts below show the results of the questionnaire. We will look at the responses to the 5 survey questions. Each question helped to determine the students' experiences with music in the learning process and how music affects their learning performance.

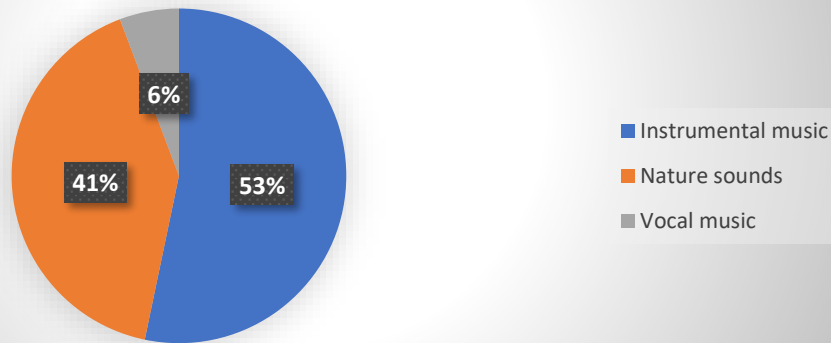


The participants' responses to the question "How often do you listen to music while studying?" showed mixed results. 18% of students prefer to listen to music all the time. For them, music helps them study more effectively and helps them concentrate. On the other hand, 61 percent of participants said that they sometimes listen to music. These students choose to study with music carefully, choosing it only for certain tasks or times. Music can sometimes help them concentrate, but not always. 21% of participants do not study with music at all. For them, music can be a distraction, so they prefer to study in peace and quiet. These results indicate that the effectiveness of studying with music depends on each individual's individual experience and learning style, with each participant experiencing unique advantages and disadvantages of studying with music.

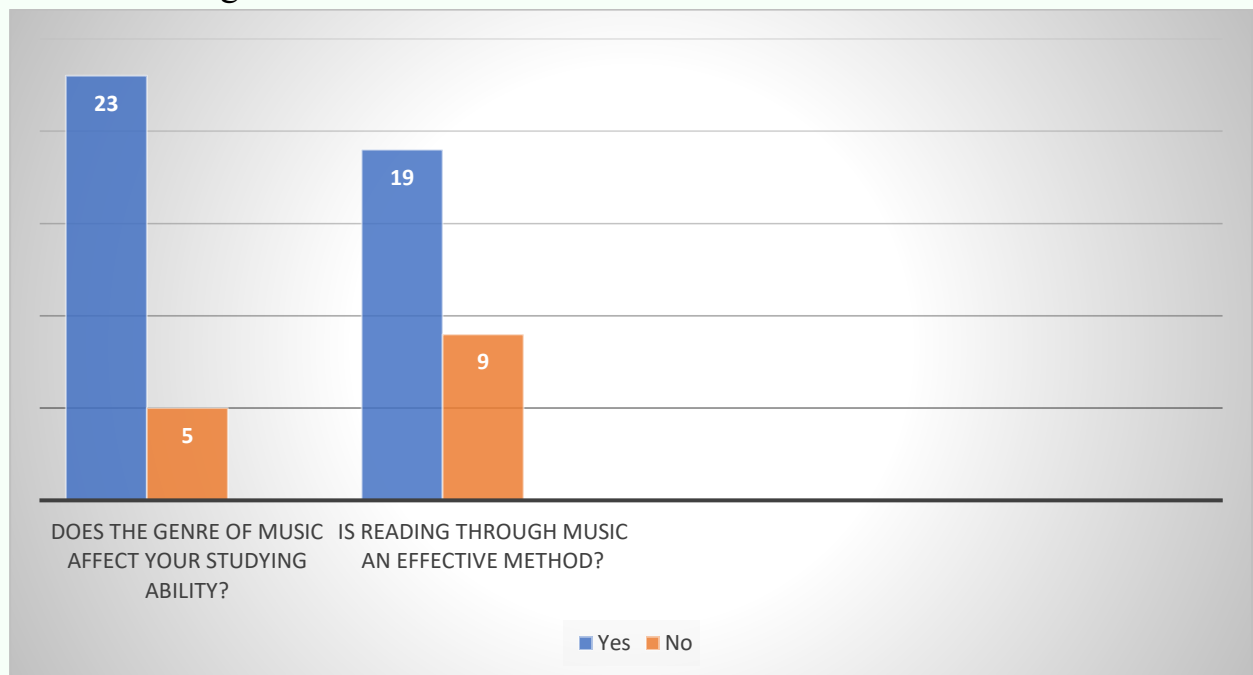


According to the results of the second pie chart, the majority of respondents who answered the question "What type of study tasks do you usually do while listening to music?" preferred to do mainly problem-solving while listening to music. For these students, music is especially helpful when performing tasks that require complex and logical thinking, such as math problems. 32 percent of participants complete writing tasks with music. For them, music probably supports the creative process and helps them express their thoughts more effectively. 11 percent prefer to listen to music while studying. These students find that studying with music makes the process more interesting and helps them concentrate. The results show that music affects different study tasks, but this effect depends on each student's learning style.

What type of music do you prefer while studying?



According to the answers to this question, 53% of the participants prefer instrumental music. This type of music, in most cases, helps to concentrate while reading or studying and is not distracting. 41% of the participants preferred listening to nature sounds. Nature sounds, such as the sound of rain or wind, have a calming and concentration-enhancing effect. Only 6% of the students chose vocal music. For them, vocal music can probably be useful in increasing motivation or making the learning process more interesting. These results show that instrumental music and nature sounds are the most popular and effective types of music for students during their studies.



According to the answers given to the question “Does the genre of music affect your studying ability?” 23 teenagers (83%) of the participants said yes, the genre of music can affect studying ability. 5 teenagers (17%) said no. These results show that for most people, the genre of music can affect the studying process, but for some students this effect is not noticeable.

To the question “Is reading through music an effective method?” 19 school students said yes. 9 pupils said no, they believe that studying with music is not effective. In general, these results show that studying with music can be an effective method, but for some students this method may not be effective.

DISCUSSION

The main objective of this study was to determine how listening to music affects students’ learning. The results showed that students who studied with music performed worse than the control group. Some students had difficulty concentrating, they were less active in understanding the text, and performed worse on tests. This suggests that music may help some students in their learning process, while it may be a distraction for others. However, students’ attitudes toward listening to music may vary. According to the survey results, most teenagers preferred to listen to music only occasionally. This suggests that music may be effective only for certain tasks. For example, music may be effective for tasks that require logical thinking and problem solving.

Previous research has shown that music, especially soft and instrumental music has a positive effect on students’ mood. This study also found that music can help motivate students and increase their motivation to study. Some students find that listening to music helps them focus and study more. However, some students also find that music can be distracting. This means that the effects of music are not always universal. Individual differences between students, the learning environment and the genre of music determine the effectiveness of music.

The type of music also plays a role. Most students prefer instrumental music and nature sounds, which can be effective in increasing their concentration and motivation to study. However, vocal music can be distracting for some students, which may reflect differences in the type of music and students’ personal preferences.

In general, research suggests that music can have a positive effect on learning, but this effect is not always effective. The effectiveness of music depends on individual differences in students, their learning style and the type of music. Therefore, purposefully incorporating musical elements into the learning process can be beneficial in improving students' academic performance.

CONCLUSION

In conclusion, while music may be beneficial for some teenagers, results show that studying without music is more effective. When comparing the academic performance of students, the group that did not listen to music performed better. This suggests that a quiet environment is essential for concentration and effective learning. While the effects of music on learning vary from person to person, the study suggests that studying without music may lead to more consistent and effective results. This is especially important for tasks that require complex analysis and attention. In the future, it is important to test different methods and approaches to improve the effectiveness of the learning process, and to identify the learning style that suits each student.

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