

THE PSYCHOLOGICAL INFLUENCE OF THE TEACHER'S PERSONALITY ON THE DEVELOPMENT OF STUDENTS' MUSICAL INTELLIGENCE

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Annotation: *This article analyzes the psychological influence of the teacher's personality on the development of students' musical intelligence. The study examines the impact of psychological characteristics such as empathy, motivation, communication skills, and emotional stability on students' musical abilities. Based on a mixed-methods approach, the results show that the teacher's psychological competence significantly enhances students' musical intelligence levels. The article also provides practical recommendations for creating a positive psychological learning environment and improving teachers' personal and professional qualities.*

Keywords: *musical intelligence, teacher personality, psychological influence, empathy, motivation, communication skills, educational process, creative development, pedagogy*

1. Introduction

Musical intelligence is defined as an individual's capacity to perceive, discriminate, transform, and express musical forms, including rhythm, melody, harmony, and timbre. According to Howard Gardner's theory of multiple intelligences, musical intelligence represents a distinct cognitive domain that operates independently from linguistic and logical-mathematical intelligence (Gardner, 1983). It plays a fundamental role in shaping students' aesthetic perception, emotional awareness, memory development, and creative thinking skills.

In contemporary educational psychology, the role of the teacher is no longer limited to knowledge transmission. Instead, the teacher is viewed as a facilitator of cognitive and emotional development. The psychological characteristics of teachers—such as empathy, emotional intelligence, motivation, communication style, and interpersonal sensitivity—have been identified as key determinants of student engagement and learning outcomes, especially in creative disciplines like music education (Hargreaves & North, 1997).

Music education is inherently emotional and expressive; therefore, students are highly sensitive to the psychological atmosphere of the classroom. A supportive, emotionally stable, and communicative teacher can significantly enhance students' willingness to

participate in musical activities, experiment creatively, and overcome performance anxiety. Conversely, a lack of emotional support or poor communication may reduce students' confidence and hinder their musical development.

Despite the increasing recognition of psychological factors in education, the specific relationship between teacher personality traits and the development of musical intelligence remains under-researched in many educational contexts. This gap highlights the necessity of exploring how teachers' psychological competencies influence students' musical learning processes.

The aim of the study is to investigate the impact of teachers' psychological characteristics on the development of students' musical intelligence in school settings.

Research questions include:

1. Which psychological traits of teachers most strongly influence musical intelligence development?
2. How do empathy and communication skills affect students' musical performance and creativity?
3. What psychological mechanisms mediate the teacher–student interaction in music education?

2. Methods

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to provide a more comprehensive analysis of the phenomenon.

Participants:

The sample consisted of 120 students aged 10–14 years and 15 music teachers from general secondary schools in Bukhara. Participants were selected using purposive sampling to ensure relevance to music education contexts.

Data collection instruments included:

- Structured questionnaires measuring students' motivation, interest in music, and perception of teacher behavior
- Classroom observations focusing on teacher–student interaction patterns, emotional climate, and instructional strategies
- Semi-structured interviews with teachers to explore their pedagogical beliefs and psychological approaches
- Standardized musical intelligence assessment tasks measuring rhythm recognition, melodic memory, and improvisational ability

Psychological variables measured:

- Intrinsic and extrinsic motivation
- Empathy level (as perceived by students)

- Communication effectiveness
- Emotional support and classroom climate
- Student creativity and musical expression ability

Quantitative data were analyzed using descriptive statistics (percentages, mean values) and correlation analysis to determine relationships between variables. Qualitative data were analyzed through thematic coding, focusing on recurring patterns in teacher–student interactions.

3. Results

The findings of the study demonstrate a strong correlation between teachers' psychological characteristics and students' musical intelligence development.

Quantitative analysis revealed that:

- Students taught by highly empathetic teachers demonstrated 78% higher musical intelligence scores compared to those taught by less empathetic teachers.
- Effective communication skills in teachers were associated with a 72% improvement in students' rhythm recognition and melodic memory tasks.
- High levels of teacher motivation and encouragement resulted in a 65% increase in students' creative musical performance and improvisation skills.

Further statistical correlation analysis indicated a positive relationship between emotional support and student engagement ($r = 0.74$), suggesting that emotionally supportive teaching environments significantly enhance musical learning outcomes.

Qualitative findings supported these results. Students consistently reported that teachers who showed patience, encouragement, and emotional understanding made them feel “safe” to express themselves musically. Many students described such environments as fostering “creative freedom” and reducing fear of making mistakes during performance.

In contrast, classrooms with low emotional engagement from teachers were characterized by reduced student participation, higher performance anxiety, and lower levels of creativity. Teachers themselves acknowledged that stress management and emotional regulation significantly influenced their teaching effectiveness.

4. Discussion

The results align with Vygotsky's sociocultural theory, which emphasizes that cognitive development occurs through social interaction within a supportive learning environment (Vygotsky, 1978). In this context, the teacher functions as a “more knowledgeable other” who facilitates the development of higher-order musical thinking skills.

Additionally, Gardner's theory of multiple intelligences provides a theoretical foundation for understanding musical intelligence as a distinct domain that can be

nurtured through appropriate pedagogical strategies. The findings also support Bandura's social learning theory, which highlights the role of modeling, reinforcement, and emotional support in learning processes.

The study confirms that the teacher's personality is not merely a background factor but a central component of musical education. Empathy enhances emotional connection, communication improves clarity and engagement, and motivation fosters persistence in learning complex musical skills. Together, these psychological traits create an environment conducive to both technical skill development and creative expression.

Practical implications of the study include:

- The necessity of integrating psychological training modules into teacher education programs
- The importance of developing emotional intelligence among music teachers
- The implementation of student-centered and emotionally responsive teaching methods
- Encouraging reflective teaching practices to improve teacher–student relationships
- Creating classroom environments that support experimentation and reduce performance anxiety

Conclusion

This study demonstrates that teachers' psychological characteristics significantly influence the development of students' musical intelligence. Empathy, communication skills, emotional stability, and motivational support are key factors that enhance students' musical creativity, memory, and performance abilities.

Therefore, improving teachers' psychological competence should be considered a priority in music education reform. Strengthening these competencies will not only improve academic outcomes but also foster students' emotional and creative development, contributing to a more holistic educational process.

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