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THE ROLE OF RELATED TRIADS OF MODE IN DEVELOPING STUDENTS' MUSICAL LISTENING SKILLS

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Annotation. This article explores the role of related triads of mode in developing students' musical listening skills within the process of music education. The study analyzes the theoretical and practical significance of triads in improving harmonic perception, tonal awareness, and musical thinking. Special attention is given to the importance of combining theoretical knowledge with listening exercises, harmonic analysis, vocal and instrumental practice. The article highlights the effectiveness of interactive teaching methods, digital technologies, and creative activities in strengthening students' ability to recognize harmonic structures and understand musical compositions. The systematic use of related triads contributes to the development of students' auditory memory, analytical thinking, creativity, and professional musical competence.

Keywords: musical listening skills, related triads of mode, harmony, musical education, harmonic perception, tonal awareness, auditory memory, musical analysis, creative thinking, pedagogical methods.

In contemporary music education, the development of students' musical listening skills is one of the most important aspects of forming comprehensive musical competence. Musical listening skills involve the ability to consciously perceive sounds, recognize tonal relationships, distinguish harmonic structures, and understand the expressive content of musical compositions. The improvement of these skills allows students not only to listen to music but also to analyze and interpret its theoretical and artistic characteristics. The formation of musical listening abilities is closely connected with the study of harmony and tonal organization. Among the fundamental elements of music theory, related triads of mode play a significant role in developing students' understanding of harmonic relationships. Triads, as basic chord structures consisting of three notes, provide the foundation for recognizing tonal functions, chord progressions, and relationships between different degrees of a mode. Knowledge of these harmonic elements strengthens students' ability to perceive musical patterns and improves their analytical thinking. The systematic use of related triads of mode in music lessons creates favorable conditions for developing auditory perception and practical musical abilities. Through listening exercises, harmonic analysis, vocal practice, and instrumental activities, students learn to identify the sound characteristics of different triads and understand their role within a musical composition. This process contributes to the development of tonal awareness, musical memory, and creative interpretation skills.

Modern approaches to music education emphasize the importance of combining theoretical knowledge with practical experience. Interactive teaching methods, digital music technologies, ear-training exercises, and creative tasks help students master complex harmonic concepts more effectively. These approaches increase learners' motivation and support the formation of deeper musical understanding. Therefore, studying the role of related triads of mode in developing musical listening skills is relevant for improving the quality of music education. The effective

application of these theoretical concepts in practice helps develop students' musical perception, harmonic thinking, and professional competencies required for future musical activities.

Musical listening skills are formed through continuous interaction between theoretical knowledge and practical musical experience. The ability to recognize and understand harmonic structures is an important indicator of students' musical development. In this process, related triads of mode play a significant role because they create the foundation for understanding harmony and tonal relationships.

A triad is a chord consisting of three notes arranged according to specific interval relationships. The main triads of a mode, such as tonic, subdominant, and dominant triads, define the harmonic structure of musical compositions. Related triads expand this system by creating additional harmonic possibilities and enriching musical expression. Learning these structures helps students understand the functional relationships between chords and their role in creating musical meaning.

The development of students' musical listening skills through related triads requires the use of various educational methods. One of the most effective methods is systematic ear training. Through listening exercises, students learn to distinguish different types of triads, recognize chord qualities, and identify harmonic movements. These activities improve auditory memory and strengthen students' ability to analyze music.

Practical activities such as singing triads, playing harmonic sequences on musical instruments, and analyzing musical examples also contribute to the development of listening abilities. When students actively perform and compare different harmonic structures, they gain a deeper understanding of tonal organization. The integration of modern pedagogical technologies increases the effectiveness of teaching related triads. Digital music applications, interactive platforms, and audio-visual materials allow students to hear and visualize harmonic changes. These tools make abstract theoretical concepts more understandable and support independent learning. Another important approach is creative learning. Students can compose short melodies, create harmonic progressions, and experiment with different triad combinations. Such activities develop creativity, musical imagination, and the ability to apply theoretical knowledge in practice. The study of related triads also develops analytical thinking. By examining musical works of different styles and periods, students learn how composers use harmonic relationships to create artistic expression. This process improves both musical understanding and aesthetic perception.

The theoretical foundation of developing students' musical listening skills through related triads of mode is based on the principles of music theory, harmony, auditory perception, and modern music pedagogy. Musical listening skills represent a complex ability that includes recognizing pitch relationships, identifying harmonic structures, understanding tonal organization, and interpreting the expressive characteristics of musical works. Therefore, the formation of these skills requires a systematic approach that combines theoretical knowledge with practical musical experience.

In music theory, a mode is considered an organized system of tones that determines the relationship between sounds and establishes the tonal foundation of a musical composition. Within this system, triads have a central role because they form the basic harmonic structures used in musical practice. A triad consists of three notes arranged in thirds and represents the fundamental element of harmony. The study of main and related triads helps students understand the connection between different scale degrees and the functional relationships existing within a tonal system. The scientific basis of related triads is closely connected with the theory of harmonic functions. The tonic, subdominant, and dominant triads create the primary harmonic framework of a mode, while related triads enrich this structure and expand musical expression. Understanding these relationships allows students to recognize harmonic movement, predict chord progressions, and develop a deeper perception of musical organization.

The development of musical listening skills is also explained through psychological theories of auditory perception. Musical hearing develops through the continuous interaction between listening, memory, analysis, and practical performance. When students regularly work with triads, they improve their ability to distinguish chord qualities, identify tonal centers, and perceive relationships between musical elements. This process strengthens auditory memory and develops harmonic thinking. Theoretical approaches in music pedagogy emphasize that effective musical development occurs when learners actively participate in musical activities. Zoltán Kodály's educational concept highlights the importance of systematic ear training, singing, and internal hearing in developing musical abilities. Carl Orff's approach emphasizes practical performance, creativity, and active involvement as essential conditions for understanding musical structures. Modern researchers in music education also underline the importance of combining theoretical concepts with interactive and practical methods. The use of listening exercises, harmonic analysis, instrumental practice, and digital technologies provides students with opportunities to experience related triads not only as theoretical concepts but also as expressive musical tools. Thus, the theoretical basis of using related triads of mode in developing students' musical listening skills integrates harmonic theory, auditory perception principles, and pedagogical approaches. The systematic study of related triads contributes to the development of students' musical awareness, analytical thinking, creative abilities, and professional competence in music education.

In conclusion, related triads of mode have an important role in developing students' musical listening skills and improving their overall musical competence. Their systematic study strengthens harmonic perception, auditory analysis, and theoretical understanding. Combining traditional teaching methods with modern technologies, practical exercises, and creative activities increases the effectiveness of music education. Thus, the application of related triads in the educational process helps students develop not only musical listening abilities but also independent thinking, creativity, and professional skills necessary for future musical practice.

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