

Listening to music in the process of education is beneficial for a pupil only in case it is realized by means of active creativeness. To meet this requirement specific activities concerning music listening are applied in the framework of receptive music teaching. The dissertation proposes a so called dynamic model to function as an ideal solution to didactic transformation of music. The model enables to set up such classroom conditions in which pupils find it easier to observe elementary items and structures of music and thus comprehend music speech as a whole. Naturally then, a presentation of a particular piece of music via this model depends on teacher's abilities and skills. Nonetheless, the achieving of success in receptive music teaching is determined primarily by pupils' profundity and intensity of reception.

Teaching pupils to listen to music in an active way represents teaching them to handle music through the use of creative musical activities and simple cognitive processes. In other words, on the basis of their own activities pupils penetrate into basic essentials of music i.e. they analyze music, identify its functional elements, detect structural constituents of music and thus decode its message. Consequently, they are able to employ acquired knowledge and experience in an analogical musical context.

As a result, active form of listening facilitates pupils to understand musical language proper, which in turn deepens their music experiences and enhances, in general, their relation to music and art.