

Professional Training of Future Teachers on The Basis of Folk Music

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Abstract: This article analyzes the content and essence of forming the professional training of future teachers on the basis of national musical heritage, in particular folk music. The possibilities of forming aesthetic taste, creative thinking, and respect for cultural and national values in the teacher's personality in the pedagogical process through folk oral traditional music - melodies, songs, epics, and terms are highlighted. The article describes effective methodological approaches to using folk music samples in the educational process, innovative teaching technologies, and competency-based approaches. According to the results of the study, the process of professional training based on folk music is an important factor in increasing the musical and pedagogical potential of future teachers, strengthening their sense of national identity, and loyalty to cultural heritage.

Keywords: Folk music, professional training, national values, musical heritage, aesthetic education, creative competence, cultural identity.

Introduction: One of the urgent tasks facing the modern education system is to organize the professional training of future pedagogical personnel at a high level, to develop their socio-cultural and aesthetic competencies. In this process, the widespread use of the educational and educational potential of national cultural heritage, especially folk music, is emerging as an important methodological basis. Musical genres within the framework of folk oral traditional creativity - songs, terms, epics, lapar and melodies - embody the historical memory of the people, moral and normative values, aesthetic worldview, and through them the opportunity arises to form cultural consciousness, national identity and musical understanding in the personality of the teacher. In today's globalization, the need to educate the younger generation on the basis of national ideas, historical memory, cultural identity is increasing. This, in turn, requires not only limiting the essence of the teaching profession to imparting knowledge, but also effectively using aesthetic, moral and cultural means in pedagogical activities. Folk music is one of the richest and most educationally effective sources of these means.

Scientific research has especially recognized the influence of folk music on personal development, its socio-psychological and didactic potential. However, a systematic model, methodological approaches and innovative technologies for the professional training of future teachers based on folk music have not yet been fully developed. Therefore, this article aims to reveal the theoretical and methodological foundations of the professional training of future teachers based on folk music, thereby highlighting the issues of developing their pedagogical potential, musical and aesthetic outlook and cultural reflection.

METHODOLOGY

In order to deeply and systematically study the process of professional training of future teachers based on folk music, it is necessary to rely on a complex methodological framework that combines modern pedagogical and musical and methodological approaches. The idea put forward in the study is to consider folk music not only as a means of understanding national identity, but also as an active methodological resource in professional formation. In this regard, the methodological approach is centered

on the concepts of a person-centered approach, competence-based development and cultural integration.

First of all, the person-oriented approach provides an individual approach in the teacher training system. Through folk music, the student's internal needs, aesthetic taste, and attitude to national values develop. This, in turn, gives a deep spiritual content to pedagogical activity. Methodologically, this approach serves to form expressiveness, didactic approaches, and musical interpretation potential in teaching through folk songs, epics, and melodies.

The second important methodological basis is the educational process based on the paradigm of competencies. A future teacher working as a music teacher should not only be able to perform or analyze music, but also be able to instill it in students in an educational and educational way. Therefore, in this study, the identification of a set of professional competencies based on folk music creativity and the development of mechanisms for their gradual formation are considered a priority methodological task.

The third approach is the cultural integration approach, which serves to form a musical-cultural mindset in a future teacher by integrating folk music into modern curricula and highlighting its interrelationship with other disciplines - history, literature, art. This, in turn, allows for the creation of an integrated educational model and the development of creative thinking.

In the research process, scientific observation, pedagogical experiment, content analysis, comparative analysis, diagnostic questionnaires, as well as practical tests on the implementation of folk music samples in the educational process were used as the main methods. These approaches determine not only the theoretical foundations, but also the level of their effectiveness in the real educational process. Thus, the methodology for professional training of future teachers based on folk music requires a deeply mastered national-musical context, didactic systematicity and a combination of modern pedagogical technologies. This is a methodological guarantee of training pedagogical personnel at a high level not only musically, but also culturally and spiritually.

Literature analysis (review)

The issue of professional training of future teachers based on folk music has been the focus of many pedagogical, musicological and cultural studies studies. The analysis of scientific literature on this topic sheds light on the educational and educational significance of folk music, its role in the formation of musical

competencies, and the dynamics of the development of methodological approaches.

First of all, pedagogical literature emphasizes the need to form the personality of a teacher based on national and spiritual values, ideas on the implementation of aesthetic education through folk music (A. Avloni[1; 160], Kh. Usmonov[10; 248]). In particular, A. Avloni in his work "Turkish Rose or Morality"[1; 160] emphasizes the role of folk art in the education of young people and sees musical culture as an educational tool.

Musicological sources (O. Matyokubov[7; 224], S. Nematov[8; 180], G. Ahmedova[2; 192]) analyze the historical roots of folk music genres, their socio-spiritual functions, and expressive means. For example, O. Matyokubov deeply analyzes the importance of folk songs in expressing the national spirit and gives recommendations for their implementation in the modern educational process.

In modern foreign literature (D. Elliott[5; 320], L. Bresler[4; 240], V. Campbell[6; 232]) the organization of music education based on the competency approach and the role of folk music in the formation of personal and cultural identity are widely covered. D. Elliott emphasizes the need to teach music through activity and experience, and shows the integration of folk music into pedagogical activity as an effective approach. Also, I. Flerina's theories based on the sociocultural approach put forward the ideas of influencing the socio-cultural development of the individual by introducing folk music into education. These theoretical foundations create the basis for accepting folk music not only as a cultural heritage, but also as an educational resource. It is worth noting that in national and foreign sources there has not yet been a sufficiently systematic study of the methodological organization of pedagogical training based on folk music. The existing literature is mainly focused on highlighting individual areas - the uniqueness of folk music genres, their educational aspects or their potential for use in music education, and a complex, integrated methodological model has not been developed on their basis. This article is significant in that it aims to fill this scientific gap, to develop theoretical and methodological foundations that serve to form the professional competencies of future teachers through folk music on the basis of an analysis of existing literary sources.

DISCUSSION

Professional training of future teachers based on folk music involves not only acquiring musical knowledge, but also developing the ability to understand the national-cultural heritage, form an attitude towards it and effectively use it in pedagogical activities. If this

approach is analyzed in depth, it embodies a multifaceted social, aesthetic and didactic significance. At a time when today's educational process requires a personally oriented, competency-based developmental methodology rather than simply imparting academic knowledge, folk music creation is capable of embracing these requirements.

Folk music, by its very nature, is a unique phenomenon that embodies socio-historical memory and preserves cultural continuity between generations. Therefore, it is a pedagogically high educational resource, especially playing an invaluable role in the spiritual and moral formation of students preparing for the teaching profession. The student's awareness of his national identity through folk melodies, epics and songs, in turn, leads to the emergence of deep internal motivation in the process of his professional development. It is this internal motivation that ensures his formation as an active, selfless and loyal teacher in the future.

Another important aspect should be noted in the discussion: professional training on the basis of folk music is not limited to musical education. It means a deep immersion of the teacher in the aesthetic values, historical culture, system of symbols and images, and philosophy of oral creativity of his people. In this regard, such a training process develops the student's cultural reflection, that is, the ability to perceive and express himself in the context of culture. This is an important step in one of the main tasks of 21st century education - the upbringing of an independent, conscious person with his own thoughts and values. However, practical observations show that in higher pedagogical education, the full study of folk music and its effective integration into the educational process have not yet been sufficiently systematized. In most cases, folk music samples are approached only at the cultural-introductory level, and their pedagogical potential is not fully revealed. Therefore, in the process of professional training based on folk music, it is necessary to further develop methodological tools, integrated lesson modules, and practical training forms. Professional training based on folk music is a comprehensive educational process that allows a teacher to become not only a qualified specialist in music, but also a creative and responsible pedagogical person who is loyal to the culture of his people, has a high aesthetic taste, is attentive to cultural monuments, and is creative and responsible. This fully corresponds to the humanistic, spiritual, and competency-based directions of modern education.

CONCLUSION

Based on the above analysis and discussion, it can be concluded that professional training of future teachers

based on folk music is one of the important and relevant directions of the modern pedagogical educational process. Folk music is not only a means of aesthetic education, but also a powerful educational resource that allows for the awareness of national identity, the formation of a spirit of respect for cultural heritage, and the deepening of professional competencies. It was also found that the effectiveness of education can be increased by systematically and integrally incorporating the didactic potential of folk music into curricula, updating methodological approaches, and implementing innovative pedagogical technologies.

In conclusion, it can be said that the professional training of future teachers on the basis of folk music creativity should be considered an important factor in the formation of highly qualified pedagogical individuals who meet modern requirements based on national values. Research, practice, and innovations in this area are of decisive importance in bringing the quality of pedagogical education to a new level.

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