

Specific Features of Improving Sanogenic Musical Education Technology for Primary School Students

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Abstract: This article highlights the specific aspects of improving the technology of sanogenic musical education for primary school students. It explores how music can be used to support students' emotional development, foster their musical perception and literacy, and shape their attitudes toward national values. The psychological and pedagogical foundations of organizing learning activities based on a sanogenic approach are analyzed. The article presents educational technologies involving choral singing, music listening, rhythmic movement, and instruction based on folk music.

Keywords: Sanogenic, musical education, attitude, perception, national music, choir, rhythm, psychological approach, methodology, musical literacy.

Introduction: The Role of Sanogenic Musical Education in Primary School: Psychological Foundations and Developmental Perspectives

The education and upbringing received during childhood play a pivotal role in shaping human development. The stage of primary education lays the groundwork for children's intellectual, moral, and aesthetic growth. In particular, musical education fosters not only artistic taste and creativity in learners but also enriches their emotional world, helps balance their psychological state, and supports healthy personal development. In recent years, increasing attention has been paid to sanogenic (health-promoting) approaches within the pedagogy of music education. Sanogenic musical education refers to strengthening students' emotional and psychological well-being through musical activity, developing self-regulation skills, and acquiring musical knowledge, skills, and competencies in a health-oriented environment.

In Uzbekistan, the humanistic organization of the educational process and the goal of nurturing every learner as a harmoniously developed individual are among the most pressing issues in education. Music serves as a key means for enriching the spiritual world

of the younger generation and for providing aesthetic education, and it is supported at the level of state policy. The subject "Musical Culture", taught in general education schools, is designed to develop students' abilities to perceive music and to form an emotional connection with it. Therefore, improving the technology of musical education in the primary grades—especially through the implementation of sanogenic approaches—is of particular relevance.

Psychological Foundations of Sanogenic Musical Education

Music is widely recognized as an art form with a strong influence on the human psyche. Young learners are especially sensitive to melodies and rhythms, which allow them to express their emotions and develop empathy by understanding others' feelings. Research shows that engaging in musical activities enhances emotional intelligence, builds social skills, and positively affects students' academic achievements. Sanogenic musical education builds upon these aspects. Musical engagement is directed toward emotional development, aiming to cultivate such capacities as empathy, emotional regulation, and creative thinking.

During music classes, students learn to express

emotions, relieve stress, and reduce anxiety. Songs and melodies can comfort students and alleviate mental tension. Singing or listening to favorite songs helps them achieve a sense of calm and strengthens their self-regulation skills.

Scientific studies have shown that specially designed musical programs significantly improve executive functions (such as attention and memory) and self-regulation in young students. Thus, music supports cognitive development and helps maintain equilibrium in mental processes. The psychological foundation of the sanogenic approach lies in the view of the educational process as an emotionally supportive environment for the learner. Within this framework, the teacher plays an essential role in monitoring students' emotional states, inspiring them, and encouraging enjoyment of music.

Replacing traditional authoritarian teaching styles with a sincere and trusting classroom atmosphere is considered crucial. Under authoritarian pressure, students may lose creative initiative and interest in music, whereas in a free and supportive environment, they receive emotional nourishment from musical activities and can fully realize their creative potential. Integrating elements of music therapy into the learning process—i.e., applying the health-promoting properties of music—unlocks the sanogenic potential of primary school students and optimizes the overall process of music education. In this way, by properly aligning the psychological foundations of music education, it becomes possible to support students' emotional development in a healthy and sustainable manner.

Methods and Lesson Structure of Sanogenic Musical Education in Primary Grades

In lessons dedicated to sanogenic musical education, various forms of musical activities are integrated harmoniously. To make the educational process engaging and psychologically appropriate for students, multiple types of activities are incorporated within a single session. The main types of musical activities typically applied in primary school lessons are interrelated and complement each other:

Musical perception (listening): Students attentively listen to different melodies and songs, learning to sense their tone, rhythm, and character, and to express the emotions evoked by music. In the classroom, students are exposed to simple and pleasant melodies, after which discussions about the mood of the musical piece prove to be effective. Through this listening activity, students develop focused attention and an aesthetic relationship with music.

Choral singing (group performance): Through choral

singing, students are actively engaged in the music-making process, and their vocal abilities are cultivated. Group singing helps develop skills such as attention, auditory coordination, and musical unity. At a young age, students feel more comfortable participating in choir performances and begin to acquire basic stage presence.

Playing musical instruments: Using simplified rhythm instruments or traditional national instruments, students accompany songs. For instance, while singing, students may keep the rhythm using a doira (frame drum) or similar instruments. This enhances their rhythmic sensitivity and introduces them to cultural musical instruments. Group accompaniment provides initial performance experience and adds enjoyment to the lesson.

Music literacy exercises: Every lesson includes at least a brief component on music theory. In primary grades, students are gradually introduced to the staff, note names, pitch, and duration. Visual aids and interactive methods (such as magnetic boards or digital programs) are used to engage learners and foster interest in reading music. These tools also encourage independent learning.

Movement-based musical games: These include coordinated movements to music, rhythmic gymnastics, and music-themed didactic games, which are essential parts of the lesson. By moving in time with the music—marching, clapping, or dancing—students internalize rhythm and tempo. Such eurhythmic activities are especially appealing to young children and promote both physical activity and musical sensitivity.

Structure of a Sanogenic Music Lesson

Typically, sanogenic music lessons are conducted once a week for 45 minutes, according to the school's academic schedule. Efficient organization of activities within this limited time is crucial. A typical lesson might follow this structure:

Introductory part (5 minutes): To gather students' attention and create a positive emotional tone, a brief musical greeting activity is conducted. For example, the teacher may play a simple tune on the piano, while students clap rhythmically and greet one another. This serves as a mental and emotional warm-up.

Main part (30 minutes): Several key activities are implemented in sequence. Students begin by listening to a new melody or song and discussing its mood and characteristics (listening activity). Then, they transition to singing the piece together as a group (choral activity). During the singing process, some students accompany the rhythm using percussion instruments or clapping (performance activity). Throughout the

lesson, short didactic pauses are used for questions and discussions about the song's structure, rhythm, or lyrics. Simple music literacy tasks are also introduced—such as identifying note symbols and terms—to reinforce basic musical knowledge.

Concluding part (10 minutes): At the end of the lesson, students engage in a calming activity that helps them relax and reflect. This may include listening to soft, tranquil music with eyes closed, imagining peaceful scenes, or performing gentle breathing exercises. This relaxation segment helps consolidate the emotional experience of the lesson and restore emotional balance.

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