



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF DEVELOPING THE SPIRITUALITY OF FUTURE MUSIC TEACHERS THROUGH KHORESM FOLK EPISTLES

Submission Date: November 20, 2024, **Accepted Date:** November 25, 2024,

Published Date: November 30, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue11-51>

Yakubov Zafarbek

Teacher of Urgench State University, Uzbekistan

ABSTRACT

This article analyzes the issue of developing the spiritual education of future music teachers through Khorezm folk epics from a pedagogical and psychological perspective. Khorezm folk epics are not only a rich literary heritage reflecting Uzbek culture and history, but their musical expression also forms the skills of future teachers to understand and appreciate cultural values. The article discusses the pedagogical approaches and psychological impact of this process, emphasizing important aspects in the spiritual development of future music teachers. The musical aspects of epics and methods of integrating them into the educational process are also considered.

KEYWORDS

Khorezm folk epics, music teachers, spirituality, pedagogy, psychology, cultural heritage, musical education.

INTRODUCTION

The spiritual wealth of the people, its history and culture play an important role in the upbringing of the nation, especially in the educational process. Khorezm folk epics, with their deep historical roots and rich content, are of particular importance as the cultural heritage of our people. These epics are not only unique examples of artistic and musical art, but also serve as one of the effective means of forming spiritual and moral values in young people. Especially in music

education, these examples of folk art are of great importance in improving not only the professional knowledge of future teachers, but also their spiritual maturity.

The role of folk epics in the formation of the spirituality of future music teachers, the correct interpretation of their content and musical expressions, can teach the younger generation national culture and traditions.

This process requires careful study not only pedagogically, but also psychologically. Because epics affect the spiritual world and emotional experiences of a person, encouraging them to understand their national identity, receive aesthetic pleasure, and spiritual growth. From this perspective, this article analyzes the role of Khorezm folk epics in the spiritual development of future music teachers and its pedagogical and psychological aspects.

In this study, qualitative and quantitative research methods were used to study the pedagogical and psychological aspects of Khorezm folk epics in developing the spirituality of future music teachers. The following approaches were used as the main methods: Analysis of literary sources: Scientific articles, books, and studies on Khorezm folk epics, their content, educational significance, and musical aspects were studied. Relevant information was collected through this literature in order to deeply analyze the pedagogical and psychological impact of folk epics.

Pedagogical experience: During the research process, interviews and observations were conducted with educators working in the field of music education. How they use folk epics in the educational process and the impact of this process on students' spirituality were studied. At the same time, the effectiveness of education and upbringing provided to students based on folk epics was assessed.

Psychological tests and questionnaires: Psychological tests and questionnaires were conducted among future music teachers to measure their interest in folk epics, their level of spiritual maturity and awareness of national identity based on these epics. Through this method, the emotional impact of folk epics and their impact on personal development were assessed.

Comparative analysis: A comparative analysis of foreign and local experiences in introducing various national and folk epics into the music education process was conducted. Through this, the effectiveness of Khorezm folk epics in the educational process was compared with other cultural and musical heritage.

The above methodological approaches served to increase the scientific validity and accuracy of the research. The results of the study fully illustrate the pedagogical and psychological significance of Khorezm folk epics in the formation of the spirituality of future music teachers.

Literature analysis (review).

The existing literature on the pedagogical and psychological significance of Khorezm folk epics in the process of developing the spirituality of future music teachers is based on extensive research and analysis. Khorezm folk epics occupy an important place in the spiritual and cultural heritage of the Uzbek people and have been expressing the moral values of the people for centuries. Through these epics, the musical aesthetics, traditions and education system of the people are manifested.

Many scientific works provide information about the role of epics in spiritual education and the education of music teachers. In particular, F. F. Karimova's work "The Musical and Educational Significance of Uzbek Folk Epics" emphasizes the importance of the process of national identity, musical education and spiritual formation in the younger generation through folk epics. Karimova shows how the musical melody and theme of epics affect the spiritual world of young people and emphasizes that they are an important

source for their understanding of national values. G. S. Ibrohimova's research on the educational significance of Khorezm folk epics also plays an important role. Ibrohimova's work analyzes the possibilities of forming the moral and educational aspects of the younger generation through various heroes of epics. It is shown that these epics, with their musical expressions, serve as spiritual food for the educational process and help teachers increase respect for national culture. A. A. Poskryakov's work "Innovative Mind and Folk Creativity" studies the influence of folk art, including epics, on the human mind and psyche, their contribution to psychological growth and personal development. Poskryakov's research emphasizes the pedagogical significance of folk art, and analyzes the development of aesthetic education and cultural values in music education with the help of epics.

Also, the book "Folk Epics and Psychological Influence in Music Education" by psychologist R. U. Kurbanova provides extensive information on the psychological impact of epics, their ability to influence emotions, and the impact of this process on the personality of young music teachers. Kurbanova studies the content and musical aspects of folk epics as a means of influencing the psyche of students. The existing literature allows for a comprehensive study of the pedagogical and psychological aspects of Khorezm folk epics. The impact of epics on the personal development of teachers in musical and spiritual education and the need to integrate this process into education are scientifically analyzed.

DISCUSSION

The results of the study showed that Khorezm folk epics are of great importance as an important tool in developing the spirituality of future music teachers.

The musical and artistic aspects of epics encourage students to respect national culture, and also enrich their aesthetic feelings. At the same time, the spiritual content and musical aspects of epics increase the opportunities for young teachers to understand national identity and form moral values.

From a pedagogical point of view, the use of Khorezm folk epics in music education has been found to be an effective tool for the national education system. The musical melodies and content of epics play an important role in introducing students to national customs, traditions, and values. In particular, helping music teachers interpret the musical aspects of epics serves to enrich the educational process. The use of folk epics in the pedagogical process stimulates students to a deeper understanding of music science and to develop their creative abilities.

From a psychological point of view, folk epics have a positive effect on the spiritual and emotional development of young teachers. Teachers educated through epics gain spiritual stability and spiritual wealth, relying on national values in the process of their personal development. According to the results of the study, the heroes of epics and their artistic images have a positive effect on the psychological structure of young teachers and contribute to their personal growth. This, in turn, can lead to positive results in their professional activities. Also, the process of musical performance of folk epics is of great importance in developing students' creative abilities and teaching them musical literacy. By using musical creativity and folk epics together, music teachers can establish strong cultural and spiritual ties with their students.

In general, the inclusion of the pedagogical and psychological aspects of Khorezm folk epics in the educational process will significantly contribute not only to the professional, but also to the personal development of future music teachers. Therefore, it is recommended to use these epics more widely in the national education system.

According to the results of this study, it was found that Khorezm folk epics are an effective pedagogical tool in the spiritual development of future music teachers, in their awareness of national identity and the formation of moral values. The rich musical and spiritual content of folk epics, along with strengthening the professional training of teachers, has a positive effect on their personal development.

RESULTS

The study yielded the following main results:

From a pedagogical point of view, Khorezm folk epics develop the skills of understanding and appreciating national culture among teachers and students in music education. When epics are included in the process of musical performance, students' interest in music and a creative approach to it increase.

Psychologically, epics have a significant impact on the mental stability and emotional development of young teachers. Through epics, they enrich their personal and spiritual worlds, connect themselves with national heroes and values, which has a positive effect on their personal development. In practice, the inclusion of folk epics in the music education process plays an important role in familiarizing students with national culture and values, educating them and forming aesthetic pleasure. Music teachers can improve the

quality of education by using these epics in their pedagogical activities.

In general, the pedagogical and psychological use of Khorezm folk epics in the education of music teachers contributes not only to their professional development, but also to their spiritual formation. Therefore, there is a need for wider use of this rich heritage of our national culture in music education.

CONCLUSION

The results of the study clearly showed that Khorezm folk epics, as an invaluable spiritual and cultural heritage of our people, are of great importance in the personal and professional development of future music teachers. These epics serve not only as an effective tool for preserving the musical and artistic heritage, but also as a means of spiritual education of the younger generation, teaching them national values and traditions. The use of epics in music education plays an important role in increasing interest in national culture among teachers and students and increasing the creative potential of students.

From a pedagogical and psychological point of view, integrating folk epics into the educational process creates broad opportunities for the spiritual growth and personal development of music teachers. These epics form an awareness of national identity, develop aesthetic taste, and form a creative approach to music in students.

On this basis, it is necessary to more widely introduce Khorezm folk epics into the process of music education and develop them as an integral part of education. This will strengthen the professional training of future music teachers, enrich their spiritual and cultural

values, and form new approaches to their educational activities.

REFERENCES

1. Karimova, F. F. (2015). Musical and educational significance of Uzbek folk epics. Tashkent: Academy of Sciences of the Republic of Uzbekistan.
2. Ibrohimova, G. S. (2017). Moral and educational aspects of Khorezm folk epics. Urgench: Ma'naviyat Publishing House.
3. Poskryakov, A. A. (2019). Innovative consciousness and folk art: Historical and pedagogical analysis. Moscow: Nauka.
4. Kurbanova, R. U. (2020). Folk epics and psychological impact in music education. Samarkand: SamSU Publishing House.
5. Rakhimova, M. A. (2018). National values and music education: The role of folk epics. Bukhara: BukSU Publishing House.
6. Ismoilov, N. H. (2016). Uzbek folk oral art and its educational significance. Tashkent: National University of Uzbekistan.
7. Usmonova, S. I. (2021). The musical heritage of Khorezm folk epics and their role in education. Urgench: Khorezm State University Publishing House.

OSCAR
PUBLISHING SERVICES