

The Role of National Values in Forming Musical Culture in General Schools

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Abstract: This article analyzes the role of national values in the process of forming musical culture in secondary schools. It reveals the educational potential of folk oral art, traditional instrumental art and national songs in educating students' aesthetic taste, forming a spirit of respect for our national musical heritage and guiding the younger generation to understand national identity. It also highlights the mechanisms for increasing students' musical literacy, strengthening their cultural identity and developing patriotism and spiritual and moral qualities among them by instilling nationality in the process of music education at school.

Keywords: Musical culture, aesthetic education, folk oral art, national songs, musical literacy, patriotism, spiritual heritage, pedagogical approach.

Introduction: In the process of globalization, changes in the socio-cultural life of society today are increasing the need to form and strengthen national identity, respect for historical and cultural heritage, and aesthetic thinking, especially among young people. This situation creates the need for a deep analysis of the process of forming musical culture at all stages of the education system, especially in secondary schools, and its improvement.

Music education is a complex psycho-pedagogical process that not only forms practical skills, but also educates students in an aesthetic worldview, moral qualities, cultural identity and civic consciousness. Within the framework of this process, the effective use of the didactic potential of national values - folk oral art, traditional musical instruments, national melodies, rituals and customs, is manifested as an important factor in the development of students' musical and aesthetic taste.

It is worth noting that the formation of musical culture through national values is based on the idea of developing the younger generation as a person based on universal human values such as self-awareness, national pride, patriotism, humanism, tolerance. In accordance with the pedagogical requirements put forward in the Law of the Republic of Uzbekistan "On

Education" and the "National Program", the harmonization of the principles of nationality in the educational process is recognized as an urgent scientific and practical problem today. In this regard, this article provides an in-depth analysis of the didactic and methodological possibilities of national values in the formation of musical culture in secondary schools, their integration into the pedagogical process, and their role in the formation of aesthetic and moral consciousness in students. The scientific significance of the study is that it serves to enrich the content of music education, improve the national education system, and develop the professional competence of a modern teacher.

The formation of musical culture in secondary schools is a purposeful and systematic educational process aimed at developing students' musical taste, aesthetic worldview and national consciousness. The effectiveness of this process largely depends on the content of the curriculum, pedagogical approaches and, most importantly, the level of attention paid to national values in the educational process.

National values are a set of ideas that embody the moral, aesthetic, social and cultural views of the people formed over the centuries and serve the harmonious development of the individual. It is these values that enhance the educational impact of music on students.

For example, folk songs, epics, traditional melodies, with their content, musical structure and expressive means, instill the national spirit in the student's heart and enrich musical thinking.

Integrating folk songs such as "Lazgi", "Tanova", "Bayot", "Segoh" into music lessons brings students closer not only to musical knowledge, but also to the spiritual world, historical heritage and aesthetic ideals of their people. This fulfills not only the theoretical, but also the educational task of music education.

The use of didactic materials based on national values in music education ensures the active participation of students. For example, interactive methods such as analytical tasks based on listening to melodies, performance exercises, and dramatic performances (staging) increase students' interest and participation in music lessons.

An integrated approach is important in the formation of musical culture. For example, discussing the period of creation, creator, and socio-spiritual background of national melodies in music lessons in connection with history, literature, and geography forms a culture of understanding and appreciation of music in students.

The following mechanisms are effective in forming a musical culture based on national values:

Inclusion of national repertoire in curricula: For each grade level, age-appropriate folk songs, epic melodies, maqom fragments, and national holiday songs should be selected.

Visual aids and listening materials: To develop students' listening and analysis skills, it is advisable to use tools that provide information about national musical instruments, their timbre, and expressive means.

Circles and folk art festivals: Developing national musical creative activities within the framework of extracurricular activities increases students' interest in music and helps to reveal their talents.

Cooperation with parents and the community: The roots of national values are formed in the family and in the community environment. Therefore, involving parents in the process and ensuring their creative participation through music lessons and events will have a positive effect.

In the formation of musical culture, the teacher's taste, level of musical knowledge and worldview regarding national values are decisive factors. Only when the teacher conveys national music not only with knowledge, but also with feelings and personal beliefs, respect for music and nationality is instilled in the hearts of students. Therefore, the cultural and emotional competence, communicative potential, and innovative approaches of the teacher determine the

effectiveness of music education.

Literature analysis

An analysis of existing scientific and literary sources on the role of national values in the formation of musical culture shows that this issue is being studied extensively and systematically. Scientific research on this topic is being analyzed from the perspective of pedagogy, music art, cultural studies, and psychology.

First of all, the well-known pedagogical scientist Q.Kh. Yuldasheva, in her research on issues of aesthetic education in music education, emphasized the didactic importance of using national melodies and samples of folk oral art. According to him, the formation of an aesthetic worldview based on folk music is a key factor in the spiritual elevation of students' personalities (Yuldasheva Q.Kh., 2018).

In his analysis of the influence of national values on the formation of musical culture, studied by S. Jo'raev, it is substantiated that ancient musical instruments, maqom art, epic poetry, and folk melodies are manifested as a means of understanding national identity. The author puts forward practical recommendations for the formation of musical culture through methodological approaches based on folk art in the education system (Jo'raev S., 2020).

Researchers such as E. Eshnazarova and N. Karimova have paid attention to the issues of enriching the content of music education with national values and increasing the professional competence of music teachers. Their work substantiates the need for the pedagogical personality to be combined with musical taste, cultural awareness, and educational responsibility. At the same time, the need to select national music samples in accordance with children's psychology is especially noted (Eshnazarova E., 2019; Karimova N., 2021).

In foreign literature, in particular, such prominent representatives of music pedagogy as D. Elliott and B. Reimer, in their works, reflect on the role of music education in the formation of cultural identity. Elliott's study "Music Matters" proposes to understand music not just as performance or listening, but as a process that expresses the cultural connection of an individual with society (Elliott D., 1995). Reimer, on the other hand, places special emphasis on studying the connection between aesthetic feelings and cultural values through musical experience (Reimer B., 2003).

Another important source is the Resolution of the President of the Republic of Uzbekistan dated February 19, 2021 "On the Formation of a Sense of Patriotism in Youth Based on National Values" and the Law "On Education" that establishes the issues of forming

musical culture and instilling national culture in the minds of youth at the level of state policy, which further strengthens the relevance of this research topic.

In general, the analysis of the literature shows that national values are the main supporting factor in the formation of national consciousness, aesthetic taste and cultural identity in students through music education. However, in the existing literature, specific pedagogical technologies, methodological tools and measurement indicators of this process at the level of secondary schools have not been fully developed. Therefore, this article offers scientific and practical foundations that serve to fill this gap.

DISCUSSION

The formation of the aesthetic worldview and cultural consciousness of the younger generation in modern society requires not only the provision of knowledge, but also a comprehensive approach aimed at personal and spiritual development. This is especially important in such emotionally and aesthetically sensitive areas as music education. Music is not only a type of art, but also an expression of the national psyche, historical memory and cultural identity, which has a strong impact on the student's consciousness. Therefore, the role of national values in the formation of musical culture in secondary schools never loses its relevance.

National values are the spiritual wealth embodied in the centuries-old cultural traditions, customs, folk art, melodies, musical instruments, holidays and ceremonies of the Uzbek people. These values encourage the younger generation to understand their identity, respect the spiritual heritage of their ancestors, and cultivate patriotic feelings. Music serves as a means of conveying these values in the most effective and convenient form.

Unfortunately, sometimes music lessons remain limited to teaching notes, playing melodies, or completing test tasks. This limits the student's ability to feel the deep meaning and educational essence of music. Therefore, a music teacher must fully organize the lesson not only methodologically, but also spiritually and aesthetically. In particular, by using folk melodies, maqoms, Bakhshi art, epics and other examples of oral musical heritage in the lesson process, the student can be introduced to the national musical environment. This will form his taste, awaken aesthetic pleasure and strengthen his spiritual immunity.

One of the important aspects that is causing discussion is the need to approach the formation of students' national identity through music education. This issue depends on the creativity, didactic skills of each teacher, as well as his personal cultural level. If the teacher himself deeply understands national melodies,

enjoys listening to them and confidently looks at their educational essence - this will be positively transmitted to the student. Otherwise, the music lesson will be perceived as a simple subject, far from emotional memory.

From this point of view, music education today sets itself the task of not only teaching art, but also educating the individual in a socio-cultural context. National values are emerging as a fulcrum, a spiritual pillar in this process. Today, at a time when technologies are rapidly developing and the influence of global culture is increasing, paying attention to the national musical heritage and introducing it into the teaching process is one of the most effective ways to strengthen the consciousness of young people. In the formation of musical culture in secondary schools, relying on national values, it is possible to lead students to spiritual perfection. For this, each music teacher must approach his work creatively, perceiving it not only as a profession, but also as an ambassador of national culture.

CONCLUSION

The formation of musical culture in secondary schools is an important pedagogical process that serves not only to develop artistic skills, but also to instill in the minds of students a sense of national identity, aesthetic taste, moral qualities and the spirit of patriotism. National values occupy a central place in this process. Because the folk musical heritage - melodies, songs, maqoms, epics, traditional instruments - is a symbol of the historical memory, spiritual world and moral criteria of the Uzbek people.

The analysis shows that an approach based on national values forms a positive attitude towards music in students, encourages them to be active, creative and creates a basis for personal and aesthetic development. To this end, the following concluding suggestions can be put forward:

1. Enriching the content of music education with national values - it is necessary to develop lesson materials based on folk songs, maqom fragments and epic melodies suitable for each grade level.
2. Updating pedagogical approaches - teachers should ensure the active participation of students in music lessons through interactive methods, staging, listening analysis, and performance exercises.
3. Developing the personality and competence of the teacher - training music teachers who have a deep knowledge of the national musical heritage and pay attention to aesthetic education and moral maturity is a requirement of the time.
4. Integrating music lessons with other subjects -

interpreting musical materials in connection with subjects such as literature, history, and geography forms cultural thinking in students, along with musical thinking.

5. Systematization of extracurricular activities - it is possible to increase students' interest in music through folk art festivals, national instrument ensembles, and epic recitation circles.

In conclusion, an approach based on national values in the formation of musical culture in secondary schools is not only a means of aesthetic education, but also an effective pedagogical mechanism for educating the younger generation in the spirit of national ideals, spiritual heritage, and patriotism. Therefore, further deepening the work carried out in this direction, improving methodological support, and increasing the professional potential of teachers are urgent tasks.

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