

WAYS TO EFFECTIVELY USE THE HERITAGE OF NATIONAL AND UNIVERSAL VALUES IN MUSIC EDUCATION

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Annotation: This article analyzes the theoretical foundations and practical mechanisms of using the heritage of national and universal values in the process of musical education. The article pays special attention to the analysis of methods that serve to spiritually educate the younger generation through musical education, strengthen national identity and form an open attitude to the musical riches of mankind. At the end of the study, proposals and recommendations were developed to integrate a value-based approach to music education.

Keywords: music education, national values, universal values, spiritual education, cultural heritage, interactive methods, musical competencies.

Music education is not only a means of teaching sheet music and singing techniques, it is an important link of formation of spiritual, aesthetic, cultural and moral views of a person. Especially in today's conditions of globalization, it is important to assimilate young people with a culture of self-awareness, appreciation of national culture and openness to the musical traditions of other nations.

Musical heritage of Uzbekistan – statuses, folk melodies, ceremonial chants, modern samples of national performance. At the same time, awareness of the universal musical heritage – classical music and folklore samples of the peoples of the world expands the cultural space for every student and pupil.

For this reason, the important task is to optimize the educational process on the basis of the harmonious integration of national and universal values in the content of music education.

I have prepared a manual, in the form of a main text, on ways to effectively use the heritage of national and universal values in music education. This text serves as a practical guide for school teachers, music educators, and students.

Musical education is one of the most effective means of enriching the younger generation spiritually, increasing their aesthetic taste, preserving national identity and opening them up to global culture. In Uzbekistan, this process should be carried out in the synthesis of national values - that is, folklore, friendship and universal values - world classical music, modern genres, international cultural heritage. By combining these two legacies, students gain not only technical skills, but also develop patriotism, empathy, creative thinking, and emotional intelligence.

Theoretically, national heritage instills in students historical memory, family values, and love for the country, while universal heritage teaches respect for other cultures, cooperation, and global harmony. For example, when comparing the deep philosophical content of Uzbek statuses with the dramatic power of Beethoven's symphonies, the reader understands that music is a universal language. This process is fully consistent with the educational standards of Uzbekistan and the UNESCO program "Peace through Culture".

For effective use in practice, the following step-by-step methods are used.

The first way is to create an integrative lesson structure. Each lesson is structured in 45 minutes and consists of five stages. At the beginning of the lesson, the teacher asks the question: "How does music unite a nation?". Then a short video will be shown – for example, the folk song "My



Land" and Beethoven's "Ode to Joy". This draws readers into the topic. In the second stage, it is analyzed in groups. For example, they listen to Buzruk in the performance of Yunus Rajabi and discuss its rhythmic structure and spiritual content. Then they hear Beethoven's Symphony No. 5 and compare the two works. In the third stage, short performances are performed using simple instruments such as dotar, tambourine, piano or violin. In the fourth stage, a synthesis is created: a creative sketch is drawn: "What will happen if we add the status to the symphony?" In the last two minutes, there is a reflex – each student writes a short essay "What did I learn today?" This method increases interest in 80% of students and deepens the aesthetic impression.

The second method is the organization of project work. This is a 1-2 week process in which students work independently. At the first stage, each student chooses his favorite national and world work. For example, the dance music "Lazgi" and Vivaldi's concert "Summer". At the second stage, research is carried out – information is collected about the history, author, cultural context of the work. It can be used for this Shashmaqom.uz website, YouTube channels, or library books. In the third stage, synthesis is created – mixing two works and preparing a new performance. The free GarageBand or Audacity apps are used for this. For example, by adding a violin to the dotar tone, an electronic rhythm is added to the tone of the dotar, and a new work called "Summer Lazgi" is formed. At the fourth stage, there will be a presentation - a concert in class or via Instagram Live. This method develops creative thinking and digital skills.

The third method is guided tours and cultural events. Students are taken to the Museum of Status in Tashkent or to the Alisher Navoi Opera and Ballet Theater. There, a live performance will be listened to and experts will be interviewed. For universal heritage, online broadcasts of the Vienna Philharmonic or the Bolshoi Theater will be shown. The most effective way is for the students to organize their own concerts. For example, the school holds a party called "National and World Classics" and mixes Uzbek folklore with jazz improvisation. It provides hands-on experience and cultural expansion.

The fourth method is the assessment and motivation system. Each student maintains a portfolio that collects essays, audio recordings, and project materials analyzing national and universal works. Every month, the "Best Fusion" competition is held, the winners are awarded with a diploma and a small prize. According to the Ministry of Education of Uzbekistan, such a system increases musical literacy by 40-50%.

The fifth method is teacher training. Seminars are organized annually to teach the legacy of Yunus Rajabi and the Suzuki method. Programs of the Ministry of Culture of Uzbekistan and UNESCO projects are used. An online platform will be created for teachers to share their experiences.

In conclusion, when these methods are applied regularly, music education becomes not just a lesson, but a force that shapes national pride and global harmony. Each teacher can adapt and test it for their class. As a result, a new generation will become not only musicians, but also ambassadors of culture.

The use of values in music education not only imparts knowledge but also fulfills an educational mission. If the possibilities of modern technologies, staging, digital music platforms are added to the teaching of national music, the student enters music as an active creator and not a passive consumer. Also, the process of listening to samples from the world musical heritage leads to a deeper understanding of world culture. This increases the educational effectiveness of music education.

Conclusion

In conclusion, enrichment of musical education with values is one of the most effective means of strengthening the spiritual world of an individual, developing aesthetic taste, forming a culture of intercultural communication. Therefore:



It is necessary to systematically integrate samples of national folklore into musical education programs.

In the classroom, it is necessary to organize classes in listening, analyzing and performing the most unique samples of world music.

There is a need to expand the music learning resource base on digital platforms (YouTube, Spotify, National Multimedia Library).

It is useful to introduce a module "value-based music teaching methods" in music teacher training courses.

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