

PEDAGOGICAL FOUNDATIONS OF AESTHETIC EDUCATION THROUGH MUSIC IN PRIMARY SCHOOL

Rajabova Marjona Ravshanjon qizi

Nizami National University of Uzbekistan

Abstract: *This article explores the goals, content, and pedagogical-psychological foundations of aesthetic education through music in primary school students. Music serves as a crucial tool in enriching students' inner world, fostering appreciation of beauty, and nurturing positive character traits. The author analyzes effective methods and approaches for implementing aesthetic education during music lessons.*

Keywords: *music education, aesthetic education, primary grades, musical perception, pedagogical methods, learning process.*

Aesthetic education plays a vital role in the development of preschool and school-age children. Through it, children learn to perceive, comprehend, feel, appreciate, and respond to beauty in the surrounding world. In primary school, music serves not only as a means of musical development but also as a vehicle for moral and aesthetic upbringing. In today's education system, fostering children's aesthetic taste and raising them as well-rounded individuals is a key priority of state policy. Music education holds particular importance in this process, as music is among the art forms that directly influence a child's emotional state.

One of the current priorities in education is the formation of a spiritually rich generation. Aesthetic education, particularly through the art of music, expands students' worldviews and enhances their artistic taste, musical thinking, and emotional sensitivity. The primary school stage is critical for shaping a child's core qualities, and the musical-aesthetic education provided at this level lays the foundation for their future moral, spiritual, and creative development.

Through music lessons, students develop the ability to understand emotions, imagine musical imagery, feel beauty, and experience positive aesthetic sensations. Especially, the inclusion of folk songs, classical music, and national melodies strengthens students' attachment to national values, culture, and art.

The success of aesthetic education largely depends on the teacher's taste, aesthetic awareness, musical knowledge, and competence. Therefore, music teachers must be equipped with modern pedagogical technologies and teaching methods to systematically implement aesthetic education through music lessons. Only then can students develop a love for music, artistic appreciation, and a sense of beauty.

Content and Significance of Aesthetic Education

Aesthetic education is the process of developing a child's ability to perceive beauty, understand aesthetic values, and evaluate them critically. Through this form of education, the following qualities are nurtured in children:

- Musical perception and taste
- Emotional sensitivity
- Imaginative comprehension of musical imagery
- Desire for beauty
- Conscious attitude towards aesthetic phenomena in society

Music as a Powerful Tool of Aesthetic Education

Music has the power to directly influence the human heart, inspiring and uplifting it. Folk songs, children's tunes, national melodies, and classical works develop students' musical hearing, aesthetic appreciation, and inner harmony. For example, listening to pieces like Lazgi, Spring Waltz, or Doll's Dance and discussing their content fosters refinement, harmony, and emotional sensitivity in children.

Methods of Aesthetic Education in Primary School

The effectiveness of aesthetic education can be increased through the following methodological approaches:

- Listening and analysis: Hearing a musical piece and discussing its character and imagery
- Artistic expression: Drawing or composing stories based on music
- Performance and interpretation: Singing children's songs or playing simple musical instruments
- Dramatization: Acting out music through pantomime or stage scenes
- Multimedia approach: Using musical animations and video materials for greater emotional impact

The Teacher's Role in Aesthetic Education

A music teacher is not only an instructor but also an aesthetic mentor. The teacher's tone, selected musical materials, and demeanor all serve as examples of aesthetic culture for students.

Practical experiences show that aesthetic education through music yields positive outcomes. However, this process will only be effective if students are taught to understand, feel, and express music. In some cases, teachers limit the lesson to simply playing the music, which fosters passive listening in students. The goal should be to guide students toward active listening, emotional engagement, and imaginative comprehension of music. Lessons must be meaningful, image-rich, and based on live interaction with students.

Providing aesthetic education through music in primary school is a vital pedagogical process that enriches children's inner world and contributes to their spiritual and emotional development. Music reaches the heart directly, instilling in children a sense of harmony and beauty.

Aesthetic education not only cultivates an appreciation for the arts but also nurtures moral and human values such as justice, honesty, compassion, and truthfulness—qualities essential for raising a thoughtful and spiritually mature generation.

To improve the effectiveness of aesthetic education in music lessons:

- Fully utilize the artistic and educational potential of musical works
- Select music activities appropriate to the children's age
- Integrate music with other subjects such as visual arts, literature, and drama
- Design lessons based on creative, interactive, and emotional methods

Moving forward, it is important to develop methodological resources and practical lesson plans that focus on aesthetic education for primary school teachers and music educators. Musical-aesthetic education is not just about knowledge—it is education of the soul and heart.

References

1. Abdullayeva, G. N. Aesthetic Education and Methods of Teaching Music. – Tashkent: O'qituvchi, 2019. – 168 p.
2. Bach, J. S. The Well-Tempered Clavier: Sheet Music Edition. – Leipzig: Breitkopf & Härtel, 2018. – 244 p.
3. Campbell, P. S., Scott-Kassner, C. Music in Childhood: From Preschool through the Elementary Grades. 4th ed. – Boston: Cengage/Schirmer, 2018. – 432 p.
4. Halimova, M. "Classical Music as a Means of Shaping Students' Taste" // Pedagogy and Psychology. – 2021. – No. 3. – P. 41–46.
5. Haydarova, N. Foundations of International Musical Culture. – Samarkand: Zarafshon, 2018. – 112 p.
6. Isroilova, M. "Development of Musical Hearing in Primary School Students" // Education and Innovation. – 2022. – No. 2. – P. 55–60.
7. Karimova, M. Sh. Theory of Music Education. 2nd ed. – Tashkent: Science and Technology, 2020. – 156 p.
8. Mozart, W. A. Eine kleine Nachtmusik, KV 525: Chamber Orchestra Score. – Vienna: Universal Edition, 2017. – 72 p.
9. Swanwick, K. Teaching Music Musically. – London; New York: Routledge, 2012. – 168 p.
10. UNESCO. Music Education for Global Citizenship: Thematic Report. – Paris: UNESCO Publishing, 2019. – 98 p.
11. Vohidov, B., Karimov, S. Teaching Music in Primary Education. – Tashkent: Yangi Asr Avlodi, 2021. – 184 p.
12. Vygotsky, L. S. The Psychology of Art. – Moscow: KNORUS, 2020. – 256 p.