

PAPER

EDUCATING STUDENTS IN A NATIONAL SPIRIT THROUGH MUSIC: SCIENTIFIC-THEORETICAL FOUNDATIONS AND METHODOLOGY

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Abstract

This article examines the scientific and theoretical foundations and methodological features of educating students in a national spirit through music. The study analyzes the educational potential of music and the influence of national musical heritage on students' spiritual and moral development. The results demonstrate that using teaching methods based on national values in music lessons effectively fosters patriotism, national identity, and aesthetic appreciation among students. The findings can serve as a scientific-methodological basis for improving the music education system.

Key words: music education, national upbringing, national spirit, aesthetic education, folk music, pedagogical methodology

Introduction

In today's era of globalization, educating young people in the spirit of national values, historical memory, and cultural heritage is one of the most pressing pedagogical tasks. In particular, the role of music in the moral and spiritual development of students is unparalleled. Music, as an aesthetic tool that directly affects the human psyche, plays a key role in fostering national consciousness, self-awareness, and patriotism.

In the process of music-based education, the use of folk songs, maqoms, national musical instruments, and compositional heritage helps develop students' national pride, respect for cultural heritage, and aesthetic taste. Therefore, developing the scientific-theoretical foundations and effective methodology for educating students in a national spirit through music is a crucial area of contemporary pedagogy. This article analyzes the theoretical foundations, methodological approaches, and practical effectiveness of shaping

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national upbringing through music education.

Research Methods

The study employed the following scientific-pedagogical methods:

Theoretical Analysis: Reviewing literature on pedagogy, music education, and national upbringing, including normative documents and conceptual approaches.

Observation: Monitoring students' attitudes toward national music during general education school music lessons.

Comparison and Generalization: Analyzing the effectiveness of different methodological approaches.

Pedagogical Experiments: Determining educational outcomes by applying national music-based materials in music lessons.

The research object was the process of music education in general schools, and the subject was the methodology of educating students in a national spirit through music.

Results

The research results indicate that teaching music based on national musical heritage has a significant positive impact on students' moral and spiritual development:

Students' interest in folk music, maqoms, and traditional compositions increased.

Respect for national values and patriotism was cultivated.

Aesthetic taste and musical thinking developed.

Students' engagement and creative approaches during lessons improved. Furthermore, the use of interactive methods in music lessons—such as listening, analysis, performance, and thinking through musical imagery—enhanced the effectiveness of national upbringing.

Discussion

The findings demonstrate that music serves not only as a tool for aesthetic education but also as a powerful factor in shaping national consciousness. The identified methodological approaches align with previous research while enriching them according to contemporary

educational requirements. Teachers' personal cultural and musical competence plays a significant role in shaping national spirit during music lessons. Therefore, it is necessary to train music teachers based on national musical heritage and to develop their professional competencies.

The results of this study provide a scientific-methodological foundation for improving the content of music education, enriching textbooks and teaching aids with national spirit, and implementing effective pedagogical practices.

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