

The Role Of Folk Songs In Developing Moral and Artistic Values

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Abstract: Folk songs play an important role in shaping the aesthetic education of schoolchildren. This article explores the methods and pedagogical foundations of aesthetic education through folk songs. Folk songs contribute to the development of students' artistic taste, the formation of respect for national values, and the expansion of creative thinking. Through musical literacy, educational approaches, interactive methods, and practical activities, students' creative abilities are developed. Additionally, folk songs provide opportunities for preserving and promoting national cultural heritage, enhancing musical perception, and fostering collective performance. To improve the effectiveness of aesthetic education, modern technologies, folk art festivals, and collaboration with parents are highlighted as key factors.

Keywords: Artistic Taste, Education, Patriotism, Humanity, Pedagogy, Tradition, Technology, Rhythm, Melody

Introduction

In the process of educating the younger generation, national music and folk songs hold an important place. Folk songs help develop the artistic taste of the younger generation, shape their creative thinking, and assist them in understanding national values. This article provides a detailed discussion of the methods and tools of aesthetic education through folk songs.

Aesthetic education through folk songs is the process of developing students' musical and artistic taste, fostering respect for national values, and expanding their creative thinking. Folk songs are an integral part of aesthetic education, through which young people gain the opportunity to understand beauty, comprehend the essence of art, and appreciate its significance. This form of education increases students' interest in music and helps develop their ability to feel rhythm, melody, and the meaning of songs.

Methodology

The following methods can be employed to educate school students aesthetically through folk songs:

1. Observation and Listening Method

Students listen to various samples of folk songs, and their melodies and poetic structures are analyzed. Through this method, children learn to understand folk songs both musically and conceptually.

2. Practical Activities

Live performance of folk songs, familiarization with and learning of traditional musical instruments is a key part of aesthetic education. Such activities develop students' musical perception.

3. Theatrical Method

By preparing stage performances based on folk songs, students gain a deeper understanding of the meaning of the songs and connect them to the art of drama.

4. Group Discussions and Analysis

School students engage in discussions with their peers about the content, melodic structure, and historical significance of folk songs. This enhances their logical and critical thinking abilities.

Directions for the Effective Use of Folk Songs in Aesthetic Education

To effectively use folk songs in the aesthetic education process, attention should be given to the following directions:

1. Utilizing Modern Technologies

The introduction of interactive textbooks, mobile applications, and virtual learning programs in the study and promotion of folk songs can enhance the effectiveness of aesthetic education.

2. Updating Educational Programs

It is necessary to incorporate a deeper analysis of folk songs into school music education curricula and integrate them with theater, dance, and other art forms.

3. Organizing Folk Art Festivals and Competitions

Organizing competitions and festivals focused on folk song performances involving school students will increase their interest in art.

4. Collaborating with Parents

The role of the family in developing aesthetic education through folk songs is significant. Therefore, it is recommended to organize musical events with the participation of parents.

Result and Discussion

Folk songs, with their poetic content, melody structure, and artistic expression possibilities, help instill virtues such as kindness, patriotism, and humanity in the hearts of the younger generation. Especially through national music, students' aesthetic perception, love for art, and respect for traditional culture are enhanced.

The effectiveness of aesthetic education is closely linked to the proper organization of its methodological foundations. In the process of implementing aesthetic education through folk songs in Barkamol Avlod schools, the following methodological principles play a crucial role:

1. **Scientific-Theoretical Foundations:** The process of aesthetic education through folk songs is based on music theory, didactics, and pedagogy. This methodological approach is grounded in scientific principles to develop students' musical abilities and shape their aesthetic worldview.
2. **Educational Approach:** The primary goal of aesthetic education is to develop students' moral and artistic feelings. Through folk songs, the process includes instilling national customs, historical memory, and cultural values, which is one of the key tasks of aesthetic education.
3. **Interactive Teaching Methods:** To increase students' interest in folk songs and engage them actively, interactive teaching methods are used. These methods include musical quizzes, dramatized performances, performance workshops, and group discussions.
4. **Practical Exercises and Creative Activities:** While performing folk songs, students pay attention to the finer aspects of music art. This helps to shape their artistic taste and develop their creative thinking abilities.
5. **Use of Visual and Audio-Visual Tools:** To enhance the impact and aesthetic significance of folk songs, visual materials, audio-visual resources, musical recordings, and videos are widely used. These tools assist in developing students' listening abilities and help them better understand the meaning of the songs.

The use of folk songs in the process of aesthetic education is implemented through the following methodological opportunities:

1. **Opportunity to Enhance Musical Literacy:** Through folk songs, school students gain the opportunity to learn melodies and tunes, understand rhythm and tonality. In this process, key concepts related to music theory are practically mastered.
2. **Educational Significance:** Folk songs not only provide information about national traditions and values but also help shape the moral and spiritual worldview of children. Through them, students internalize values such as love for the homeland, humanity, and patriotism.
3. **Development of Creative Thinking:** Performing and dramatizing folk songs contributes to the development of students' creative thinking abilities. By creating musical compositions, writing new lyrics based on melodies, and staging dramatic scenes, children express their creative talents.
4. **Formation of Collective Performance:** Folk songs can be performed through ensembles, choir groups, and duet performances. Such activities help develop students' social skills, such as working together, expressing their ideas in a group setting, and fostering mutual respect.
5. **Preservation and Development of Cultural Heritage:** Through folk songs, school students become acquainted with national cultural heritage and feel the responsibility

to preserve it and pass it on to future generations. This process contributes to the formation of national pride in young people.

Conclusion

The process of aesthetic education through folk songs for school students not only develops their musical taste and creative thinking but also helps increase their respect for national values. This process expands students' artistic-aesthetic worldview, shapes their skills in teamwork, and enables them to demonstrate their creative abilities. Expanding the methodological opportunities of teaching through folk songs contributes to increasing the effectiveness of aesthetic education.

In Perfect Generation schools, the process of aesthetic education through folk songs is carried out based on scientifically grounded methodological approaches. Scientific-theoretical, educational, and interactive approaches are used to shape the artistic taste of young people, develop their musical thinking, and increase their respect for national values. The effectiveness of aesthetic education methods through folk songs is strengthened by interactive teaching, practical exercises, and audiovisual materials. Therefore, the use of folk songs serves not only to study art but also to shape students' attitudes towards universal human values.

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