



HARMONY OF NATIONAL AND UNIVERSAL VALUES IN SCHOOL MUSIC EDUCATION

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Abstract

This article is devoted to the issues of ensuring the harmony of national and universal values in the school music education system. The research analyzes ways to combine the rich heritage of traditional Uzbek musical culture with modern pedagogical approaches. The problems of preserving national identity in music education while mastering the best examples of world musical culture are considered. The research results show that the balanced integration of national and universal values is of great importance in shaping students' musical culture and improving aesthetic education.

Keywords: Music education, national values, universal values, pedagogy, musical culture, aesthetic education, Uzbek music, integration.

Introduction

The globalization processes of the 21st century are also showing their influence in the education system. In the field of music education, there is a need to preserve and develop the national cultural heritage while mastering the achievements of world musical culture. The strategy for reforming the education system of the Republic of Uzbekistan emphasizes the harmony of national and universal human values.

Music education occupies an important place in shaping a person's aesthetic culture, developing creative abilities, and enriching their spiritual worldview. In this process, it is necessary to respect and preserve national musical traditions while studying and mastering the best examples of world musical culture.

The relevance of the research lies in the fact that creating a balanced combination of national and universal values in modern school music education can achieve comprehensive development of students. This creates an important foundation for future generations to understand their national identity and occupy a worthy place in world culture.





Literature Review

The issue of national and universal values in music education has been studied by many scholars. The research of Uzbek ethnomusicologists such as F. Karomatov, T. Vyzgo, and O. Matjonov created the scientific foundations of national musical culture. Their works deeply analyzed the genre diversity, historical development, and pedagogical significance of Uzbek folk music.

Russian pedagogue V. Sukhomlinsky emphasized the importance of national culture in the educational process and highlighted the role of music education in raising children in the spirit of patriotism. G. Neyqauz developed ways to achieve the synthesis of national and world culture in piano pedagogy.

Among contemporary researchers, scholars such as A. Madumarov, N. Yuldashev, and S. Qosimova have studied the issues of ensuring harmony between tradition and innovation in Uzbek music education. Their works show ways for national music education to adapt to modern requirements and meet world standards.

Foreign researchers such as K. Kodaly, K. Orff, and S. Suzuki have created important theoretical foundations for studying national musical culture in a global context. These methods are being applied in Uzbek music education while preserving national characteristics.

Methodology

The research was conducted based on a complex methodological approach aimed at identifying the most effective ways to ensure harmony between national and universal values in school music education. The methodological basis of the research consisted of the principles of dialectical materialism, systematic approach, historicity, and objectivity.

The research process ensured the mutual harmony of theoretical and practical methods. Within the framework of theoretical methods, the theoretical foundations of the integration of national and universal values in music education were studied through deep analysis of scientific-pedagogical literature. During this process, comparative analysis was conducted on the music education experiences of Uzbekistan, Russia, USA, European countries, and Asian states. As a result of comparative study of national and foreign experiences, the most effective pedagogical approaches were identified and ways of adaptation to local conditions were developed. During the content analysis of music education programs, the current programs of general education schools in Uzbekistan, as well as music education standards of developed countries of the world, were studied in detail. As a result of this analysis, the ratio of national and universal values in programs, their interrelationship, and



their impact on educational effectiveness were assessed. Through systematic analysis of pedagogical processes, internal connections between all components of music education were identified and suggestions for their harmonious development were developed.

Empirical research methods were aimed at collecting and analyzing data obtained from real educational processes. Surveys conducted with teachers and students were carried out based on specially developed questionnaire and interview questions. The teacher survey was aimed at identifying their perceptions about national and universal values, methods used in the classroom, and difficulties encountered. The student survey was aimed at assessing their attitude toward national and world music, interests, and level of musical culture.

Observation and analysis of classroom processes were carried out based on structured observation methodology. In each lesson, the ratio of national and universal values being taught, student activity, their emotional reactions, and level of mastery were observed and recorded. Pedagogical experiment was conducted for 6 months based on specially developed methodologies, and pre- and post-tests were conducted to evaluate its results.

Diagnosis of students' musical knowledge and skills was carried out through various tests and assignments for assessing theoretical knowledge, practical skills, and creative abilities. During this process, knowledge about national musical culture, information about world musical culture, and skills in their practical application were assessed separately.

Statistical methods were applied to mathematically process research results and ensure their reliability. SPSS statistical software was used for data processing, and correlation analysis, regression analysis, t-test, and chi-square tests were applied. Graphs, diagrams, and tables were prepared to present research results visually.

Analysis and Results

The Role of National Values in Music Education

Uzbek national musical culture has rich traditions and includes unique genres such as maqom, folk songs, and traditional instrumental music. According to research results, 78% of students show interest in national music, but only 34% of them recognize traditional musical instruments.

Formation of national values in school music education is being implemented in the following directions:



- 1. Learning Uzbek folk songs** - students are becoming familiar with various regional folk songs
- 2. Working with national musical instruments** - learning instruments such as dombra, qo'shno'y, chang, g'ijjak
- 3. Explaining maqom art** - listening to and analyzing classical maqom examples
- 4. Learning music of national holidays** - music of events such as Navroz, Independence Day

Integration of Universal Values

By mastering the best examples of world musical culture, students' musical culture is expanding. Research showed that 65% of students prefer listening to classical music works, and 52% show interest in contemporary world music.

Integration of universal values is being implemented in the following forms:

- 1. World classical music** - studying works of Bach, Mozart, Beethoven, Chopin
- 2. Music of various peoples** - familiarization with German, French, Russian, Indian, Japanese music
- 3. Contemporary music genres** - learning elements of jazz, rock, pop music
- 4. Music theory** - mastering universal musical language and rules

Harmony Strategies

The following strategies were developed for successful integration of national and universal values:

- 1. Comparative Analysis Method** Identifying common and distinctive features through comparative study of Uzbek national and world music examples. For example, analyzing similar rhythmic characteristics of the Uzbek "Yalla" song and the Italian "Tarantella" dance.
- 2. Synthesis Method** Creating new creative works by combining national and universal elements. Students are learning the skill of performing Uzbek folk songs in contemporary arrangements.
- 3. Contextual Approach** Studying each musical work in its own cultural context, then connecting it with other cultures. Through this, students understand the diversity of musical culture.
- 4. Creative Projects** Students implement their own creative projects combining national and world music elements. This can be in the form of synthesizing jazz harmony with Uzbek instrumental music examples.



Conclusion

The harmony of national and universal values in school music education is an important requirement of the modern education system. Research results show that comprehensive development of students can be achieved by preserving the rich traditions of Uzbek national musical culture while mastering the best examples of world musical culture.

The following factors are of great importance for successful integration of national and universal values:

1. Teachers' high qualifications and mastery of modern pedagogical methods
2. Development of educational programs in accordance with national and world standards
3. Equipment with modern technical facilities
4. Cooperation between students, teachers, and parents

In the future, it is appropriate to continue research in this direction and develop practical recommendations. This will help create a system of Uzbek music education that meets world standards while preserving national identity.

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