



Impact Of Folk Songs On Creative Thinking and National Identity In Education

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Abstract: Nowadays, one of the most important tasks is to educate the younger generation to be well-rounded individuals. In particular, folk songs play a significant role in the process of aesthetic education. They contribute to the development of young people's artistic taste and foster respect for national heritage and values. After gaining independence, Uzbekistan has placed special emphasis on restoring spiritual and educational values, and aesthetic education is being implemented in "Barkamol Avlod" schools through folk songs. Various methods such as observation and listening, practical performance, comparison and analysis, and dramatization are used in this process. Through music lessons, competitions, ensembles, and stage performances, students become acquainted with folk songs and develop their creative thinking. Aesthetic education through folk songs enriches the musical culture of the younger generation and serves as an effective means of sparking their interest in national art.

Keywords: National Heritage, Spirituality, Artistic Taste, Humanity, Tradition, Philosophy, Value, Education, Culture, Compassion, Development

Introduction

Nowadays, one of the most pressing issues is educating the younger generation to become well-rounded individuals. In particular, folk songs play a crucial role in the process of aesthetic education. Through folk songs, students not only develop their artistic taste but also cultivate respect for national heritage and values.

After Uzbekistan gained independence, the restoration of spiritual and educational values and the comprehensive development of the younger generation became key priorities of state policy. In this regard, national music and folk songs hold great significance in the process of aesthetic education. Folk songs not only enhance the artistic perception of the younger generation but also instill in them a deep respect for national heritage and cultural values.

Methodology

Aesthetic education plays a crucial role in shaping students' artistic sensibilities, cultural awareness, and creative thinking. Among the various tools used in this process, folk songs hold a unique place, as they serve not only as a source of artistic inspiration but also as a means of preserving and transmitting cultural heritage. To better understand the

significance of folk songs in aesthetic education, a combination of scientific methods was employed in this study.

One of the fundamental approaches used was the historical-comparative method, which allowed for an in-depth examination of folk songs across different historical periods. By analyzing national music samples from various eras, researchers gained valuable insights into the formation and evolution of folk songs. This method provided a broader perspective on how folk songs have influenced artistic tastes over time and contributed to the development of aesthetic education.

Another significant method applied was the observation and experimental method. Observations were conducted in Barkamol Avlod schools to assess the impact of folk songs on students' aesthetic perception. Additionally, experimental studies were carried out to evaluate how effectively folk songs could be integrated into the educational process. The findings revealed that students exposed to folk music developed a stronger appreciation for artistic expression and cultural identity.

To further explore the influence of folk songs, the survey and interview method was employed. Surveys and structured interviews were conducted with both students and teachers to assess their perspectives on folk songs and their role in aesthetic education. This method provided valuable insights into how folk songs contribute to students' musical thinking, revealing a positive correlation between engagement with folk music and the enhancement of students' artistic abilities.

A deeper analysis was conducted using the didactic analysis method, which focused on the poetic, musical, and structural characteristics of folk songs. By examining folk songs from a didactic perspective, researchers were able to identify effective teaching approaches that could be used to enhance students' artistic development. This method ensured that folk songs were not only appreciated for their cultural value but also used as practical tools for fostering aesthetic education.

Finally, the practical research and experimental approach was applied to assess the direct impact of folk songs on students' creativity. Practical exercises, including musical performances and hands-on activities, were conducted to encourage students to engage actively with folk music. The results demonstrated that folk songs serve as a powerful medium for developing students' creative potential and deepening their connection to national heritage.

Result and Discussion

Aesthetic education is the process of shaping young people's artistic taste, increasing their interest in national art, and developing their creative thinking. Through aesthetic education, children gain the ability to perceive beauty, understand, and appreciate musical heritage. Implementing this process in Barkamol Avlod schools through folk songs serves as an important tool for instilling national values in the younger generation.

Aesthetic education is a type of upbringing aimed at developing young people's understanding of art, beauty, and musical culture. The process of aesthetic education through folk songs helps shape students' artistic taste, enhances their interest in national art, and fosters their ability to think creatively.

Folk songs are an integral part of a nation's cultural heritage, reflecting its history, traditions, and philosophy of life. These songs inspire young people toward kindness, humanity, and compassion. By learning and performing folk music, students not only develop their artistic taste but also deepen their respect for national culture.

In Barkamol Avlod schools, aesthetic education through folk songs is carried out in the following main forms:

Incorporation of Folk Songs in Music Lessons.

Folk songs are an essential part of music classes, helping to develop students' musical perception. By listening to, singing, and performing folk songs on musical instruments, students enhance their appreciation of art and deepen their interest in music.

Practical Workshops and Creative Mastery Classes.

Creative activities based on folk songs provide students with opportunities to compose melodies, write lyrics, and create songs in various styles. These workshops foster students' creativity and help develop their artistic abilities.

Folk Song Competitions and Festivals.

To improve students' artistic skills, various competitions and festivals focused on folk song performance are organized. These events allow students to familiarize themselves with national musical heritage and showcase their creative talents.

Song and Dance Ensemble Activities.

The ensembles established in Barkamol Avlod schools offer students the opportunity to study folk music more deeply. Participation in these ensembles helps enhance students' collective performance skills and strengthens their ability to work as a team.

Cultural-Educational Events and Stage Performances.

Theatrical performances and cultural events based on folk songs provide students with an opportunity to engage with national values. Through these activities, young people learn about traditional customs and cultural heritage.

Various methods are employed in shaping students' musical aesthetic education. These methods not only increase students' interest in music but also broaden their artistic worldview.

1. Observation and Listening Method.

Through this method, students listen to folk songs and understand their melody and lyrical content, thereby enhancing their interest in national musical culture. Analyzing the various genres, rhythms, and meanings of the lyrics of folk songs helps develop aesthetic feelings.

2. Practical Performance Method

During music lessons and special workshops, students are taught to sing folk songs, perform them in traditional styles, and play them on musical instruments. This method allows students to understand the delicate aspects of art.

3. Comparison and Analysis Method

Students are given the opportunity to compare folk songs from different periods and regions. This helps them understand the unique characteristics of each folk song and appreciate their aesthetic expression.

4. Theatrical Method

By organizing performances based on folk songs, students' artistic skills are developed. This method links the content of the songs to real-life situations, deepening aesthetic feelings and enhancing students' artistic sensitivity

Various didactic and practical tools are used in aesthetic education. These tools expand students' musical worldview and enhance their creative abilities.

1. Audio and Video Materials.

Listening to and watching folk song samples in audio and video formats enriches students' musical impressions. This tool provides them with the opportunity to understand different song styles.

2. Musical Instruments.

By using traditional national musical instruments, students learn the traditional performance techniques of folk music. This tool helps them understand melody and rhythm structure more deeply.

3. Illustrative Materials.

Using visual art examples related to folk songs helps students imagine the aesthetic content of music. For example, paintings, decorative ornaments, and posters based on songs enhance the visual perception of music.

4. Stage and Creative Performances.

The stage performances prepared by students based on folk songs not only develop their creative abilities but also help shape their aesthetic taste. Such performances increase students' self-confidence and spark their interest in national art.

Conclusion

In Barkamol Avlod schools, the aesthetic education process through folk songs helps shape students' artistic worldview using various methods and tools. This process develops the creative thinking of young people and teaches them to approach national values with respect. Aesthetic education through folk songs is not only an effective means of developing musical knowledge but also a powerful tool for enriching the spiritual development of the younger generation.

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