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The Role of National Classical Musical Models in The Aesthetic Education of Students

Khabulova Sayyora Odilboy Daughter*¹

1. Nukus State Pedagogical Institute, Master of music education and art 2nd year

* Correspondence: gulishodieva@mail.ru

Abstract: National classical music serves as a crucial medium in shaping the aesthetic sensibilities and cultural identity of students, playing a vital role in artistic education across Uzbekistan. Amid a growing emphasis on holistic education, integrating musical heritage into school curricula helps form a student's aesthetic worldview, linking emotional perception with national identity. While classical musical education is present in music and art institutions, the systematic application of national classical works for developing aesthetic consciousness and creative ability in students remains underexplored. This study aims to investigate the role of national classical musical models in fostering students' aesthetic taste, cultural values, creative thinking, and emotional perception through traditional music education. The findings demonstrate that structured exposure to national classical music significantly enhances students' cognitive perception, emotional development, and creative expression. Students develop an understanding of beauty, historical context, and national values embedded in musical forms, leading to sustained memory, cultural continuity, and improved musical judgment. The study also identifies methods for aligning musical instruction with individual interests, behaviors, and learning capacities. This research uniquely combines aesthetic theory with cognitive learning science, proposing specific strategies to integrate national classical music into pedagogical practice for lasting emotional and educational impact. The study underscores the importance of consistent, age-appropriate inclusion of national classical music in educational programs to cultivate refined artistic taste, national consciousness, and lifelong appreciation of cultural heritage.

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1. Introduction

Musical art is a type of art that occupies a wide place in our cultural life, is important in the formation of personality. Music education, on the other hand, teaches the aesthetic perception and appreciation of being as one of the main and complex edges of elegance education[1]. The role of our national works of classical music in the formation of elegance education in students is incomparable. Students begin to notice and learn the feeling of sophistication, understanding and appreciation of the secrets of art, the enjoyment of art, first of all, as soon as they step into the first classes of music and art schools. In order to form aesthetic tastes, the role of national classical music is great. Under the influence of tones, certain psychological phenomena occur in the human psyche, generating positive and negative moods[2]. It should be noted that classical works affect the occurrence of the most subtle sensations in the human psyche[3]. In ancient times, scientists recognized

musical tones as "algae" and emphasized the occurrence of the following three sensations under their influence:

- a. There are melodies (algoni mulliza) that give pleasure to the person, and they usually sing beauty and give the person pleasure.
- b. Imaginary melodies (algoni muhayilla) that lead a person to fantasy, sweet dreams and imaginary thoughts.
- c. Melodies that create sadness in a person's mood and evoke lyrical experiences "algoni infioliq".

Classical works performed with high skill all produce a high mood in a person[4]. Constant study of classical works forms the skills of future music teachers to correctly assess the value of real works of art, those with a low artistic level, trying to avoid wasting time listening to meaningless melodies and songs. Scientists admit that through the formation of "aesthetic thinking", upbringing contributes to a holistic coverage of the cultural characteristics of a particular era at an individual level, understanding its unity and stylistic attitude.

2. Materials and Methods

A The history of the creation of Uzbek classical music dates back to the millennia before our era[5]. In ancient times, triumphal processions, weddings, processions, parties did not pass without singing. Poetic works were created and music was composed for them, as well as treatises on music, music education and its foundations were created. Large-scale musical treatises by Al-Kindiy, Abu Nasr Farabi, Abu Ali ibn Sina and others have been studied with great interest not only in the East, but also in Europe, and at the same time are not losing its scientific value[6].

Classical songs and status branches are invaluable examples of a rich national musical heritage. The songs have artistic value not only with their melody, musical text, but also with their poetic text with deep content. Classical songs are written in a complex form, in contrast to folk songs.

Giving examples from such instructive sources in the educational process means that students are guided by the principle of a very serious and responsible approach to each word used in classical songs. In the process of singing classical songs, each singer should pay special attention to performing, realizing the essence of the content of the words presented in it[7].

- a. Familiarization of students with the masterpieces of national classical music art is one of the main goals of aesthetic education. The following components of aesthetic education are expressed on the basis of experiences[8].
- b. artistic and aesthetic education, creation of theoretical and valuable foundations of the aesthetic culture of the individual;
- c. educational-theoretical and artistic-practical knowledge that forms the artistic and aesthetic taste of a person in the unity of knowledge, skills valuable directions;
- d. aesthetic self-education aimed at the development of personality; - nurture creative needs and abilities[9].

Creative Ability

Aesthetic education is carried out at all stages of development of the individual. By educating students with the help of National works of classical music, the ability to fully perceive beauty in artistic reality, feel elegance and correctly understand is formed in them. Alternatively, aesthetic education develops a person's desire, the ability to instill elements of beauty in his life and manifest itself in creative activity.

The perception of any musical knowledge begins with its perception. In this, the existing knowledge and experiences of the student contribute to the effective assimilation of the works of national classical music. The extent of learners' perception is limited to

sensory memory. It stores up to 9 items in a second, with the ability to process 5.6 items. For the storage and processing of educational materials of the National classical sample in memory, the listening cognitive abilities of students should be developed. In each traditional course process, knowledge of the National classical musical pattern is forgotten over time if students do not use it in their daily activities. They are stored in the memory of readers for a long time when they are constantly applied[10]. Mastered works of national classical music are compared by students with reserve knowledge in them and applied harmoniously[11].

There are 2 main forms of storage of works of national classical music in memory for a long time. They are to remember certain parts of national classical music and to remember national classical music works with a deep understanding of their content. In the first case, some parts of national classical music are remembered by readers sorted and remember the circumstances associated with them. In the latter case, students keep in their memoirs with a focus on aspects of national classical music works related to language i.e. style. Concepts, rules, abstract ideas, vocabulary of works of national classical music are important in this. This in turn implies the formation of students' knowledge using words and symbols.

Methods and Techniques of Our Research

The artistic perception of didactic means is such a specific phenomenon as emotional perception. In this, the visual, emotional-emotional and discursive spheres of the personality psyche are embodied. This allows students to comprehensively visualize creative processes. In this case, the creative thinking process of students is influenced with the help of works of national classical music. In this place, melodies and songs that express the national mentality of the Uzbek people take priority. because the artistic figurative form of the personality mind has great gnoseological power[12]. Accordingly, in the educational process, it should be considered to focus on the development of the aesthetic consciousness of students with the help of educational materials of National Content. The aesthetic consciousness of students is a social cultural process associated with the formation, functioning and development of cognitive activity. It is based on the preservation of the ijtimoy-cultural experience of the Uzbek people, transmission from ancestors to generations, enrichment and presentation to readers in emotional-expressive forms. The priorities of aesthetic consciousness are expressed in the following: they are such as the beauties of nature, the embodiment of reality in society in art patterns, the manifestation of human and social relations as a clear model of the cognitive activity of an individual[13].

From the above, it can be noted that in the medium of works of national classical music, it is of particular importance for students to compose the concepts of aesthetic education, which, in order to develop it, requires the systematic presentation of works of national classical music in the educational process.

As a result of the perception of National works of classical music in students, the implementation of singing activities in it, their aesthetic imagination becomes richer. A systematic presentation of works of national classical music is required according to the age and level of progress of students. As a result, students manage to instill knowledge and concepts related to the works of classical music in their experiences, the activity of artistic thinking develops, their creative abilities expand. In this process, students acquire creative activity skills with the help of their acquired knowledge[14].

3. Results and Discussion

While schools of music and art provide more information about national samples of classical music in the processes of traditional singing lessons, knowledge skills are formed in students by performing these samples by the teacher. As a result, students will have the following qualification requirements set out in relation to traditional chamber

performance: - knows that national classical music is an ancient type of art; - the fact that the music of the Uzbek people has been polished and developed over the centuries, it realizes that it embodies the rich culture, national values of our people; - Uzbek classical music art can imagine that it is an integral part of universal World Music Culture; Through the medium of national classical music works, holistic musical thinking and worldview are formed in students. In particular, an aesthetic, cultural, musical worldview is formed. With the help of the knowledge presented in the composition of the National works of classical music, students are able to get acquainted with the cultural-historical experience of the Uzbek people about music[15]. Statuses, folk songs, classical melodies, sayings, folk samples, etc.

In order to educate students aesthetically through the means of national classical music works, it is necessary to first study the factors affecting his behavior, his nature, interest. To do this, it is necessary to observe the reader by placing him in the circle of various relationships. Only then will his social behavior, spiritual image, human qualities come true. "Abu Nasir Farabi said: every human being – by his nature-is structured in such a way that, in order to live and attain high maturity, a human community is needed, thus achieving maturity through the mutual assistance of many things".

Lineage, environment, upbringing play an important role in the development of students as individuals. The teacher, observing and studying these factors, should be able to instill in students musical knowledge, skills and qualifications, depending on their interest, ability, attitude to music, beauty, work.

4. Conclusion

A person finds lifelong pleasure in music and receives encouragement. Therefore, it is the task of each teacher's personality to educate students aesthetically through the means of National works of classical music, arm them with high taste, form a spiritual worldview. Along with the emotional impact of national classical musical instruments on the human psyche, musical tones that arise with the help of musical sound have an emotional effect, delighting children, thinking, leading to good, beauty and leading to a world of sophistication. Therefore, today the attention of children to the field of music and art is even more intense, placing large tasks in front of teacher-coaches operating in this direction. Full-fledged use of national heritage of classical music in traditional singing lessons of music and art schools and familiarizing students with today's modern works update the content and style of work from the teacher in music lessons.

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