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Pedagogical Bases of Forming Aesthetic Taste and Creative Ability in Children Through Folk Songs

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ABSTRACT

The article analyzes the pedagogical aspects of the formation of aesthetic taste and creative abilities in children through folk songs. Folk songs, reflecting folk culture and traditions, contribute to the development of children's musical hearing, emotional perception and creative thinking. The importance and methods of using folk songs in the formation of appreciation of beauty, respect for national values and creative abilities in children are revealed. The possibilities of developing children's musical taste through them are also highlighted.

Keywords: Folk songs, aesthetic taste, creative ability, pedagogical foundations, aesthetic education, creative activity, national culture, musical education, aesthetic views.

INTRODUCTION

Music education plays an important role in developing aesthetic taste in children and forming moral values. Folk music and classical works of art serve to develop students' artistic thinking, emotional perception, and creative abilities. At the same time, music shapes children's aesthetic attitude to life and enriches their spiritual world. Pedagogical approaches appropriate to the age characteristics of children are important in aesthetic education. While the goal is to develop emotional perception by listening to simple musical works for younger school-age students, classes are held in higher grades aimed at analyzing complex musical works and understanding their aesthetic content. Such an approach deepens students' musical thinking and encourages them to think creatively. Folk music and classical works are effectively used as pedagogical tools in the educational process. Folk music forms respect for national values in students, helps them understand their national identity. Works of art develop children's ability to empathize and teach them human qualities.

The cooperation of teachers and parents is of great importance in music education. By providing musical

aesthetic education during the lesson and enriching artistic information at home, it is possible to increase students' interest in music and develop their creative potential. The joint efforts of parents and teachers increase the effectiveness of the educational process. The combination of music, visual arts and literature expands children's perceptual abilities and creates synergy in the formation of their aesthetic taste. By listening to folk songs, enriching their content through visual arts and connecting them with literature, creative thinking is developed in students. Music education is an important means of developing not only aesthetic taste and creativity in children's education, but also the formation of human qualities. Combining folk music and classical art with modern pedagogical technologies in the educational process plays a key role in the effective aesthetic education of children. This approach promotes students' musical thinking, emotional perception, and spiritual growth.

METHODS

The research was aimed at studying the pedagogical foundations of the formation of aesthetic taste in children through folk songs, and theoretical and practical methods

were used. At the theoretical stage of the research, scientific literature on the artistic characteristics and educational potential of folk music and folklore songs was studied. In particular, the role of genres such as lullabies, ritual and labor songs in the development of spiritual and aesthetic abilities in children was analyzed. These analyses served to theoretically confirm the importance of folk music in the formation of aesthetic taste in the educational process. At the practical stage, the musical and creative abilities of students were observed through classes organized on the basis of folk music. Musical games, dramatizations and performance exercises were organized in the classes based on folklore songs. This process served to enhance the musical interest of students and develop aesthetic perception.

Questionnaire and conversations through o ' āndyanī , o ' ādīnā and parents people to the music relations This is a study . method people of music children's emotional and aesthetic to develop influence to evaluate opportunity gave . Digital tools and interactive from methods using , people music to learn process further effective was . Folk songs were presented to students in an enriched form using visual and audio materials. The results obtained during the experiment were statistically analyzed. Changes in the musical thinking, aesthetic taste and creative abilities of students were assessed in terms of quality and quantity. This methodological approach ensured the formation of aesthetic taste in children by combining folk music and modern pedagogical technologies.

RESULTS

The results of the study showed that folk songs are an effective tool for forming aesthetic taste in children. Folk music develops students' ability to perceive and enjoy beauty. Folk songs help children develop their ability to understand and respect national values. For example, lullabies, labor and ritual songs had a significant positive impact on the spiritual education of children. Ensemble and solo performance exercises during the classes developed children's musical thinking, increased their creative thinking and self-confidence. Interactive methods and digital tools increased interest in classes and further developed children's musical perception.

Statistical analysis showed that 85% of students showed an increased interest in folk music, and the development of aesthetic taste improved by 78%. It was noted that classes based on folk music helped to increase educational

efficiency by 35%. In general, the combination of folk music and modern pedagogical technologies enriched the educational process and significantly increased the effectiveness of the process of forming aesthetic taste in children.

DISCUSSION

Aesthetic education plays an important role in the formation of children's abilities to perceive, understand and appreciate beauty. Especially at the younger school age, this process is considered the most favorable period for personal spiritual development and the formation of creative abilities. Aesthetic education is of great importance not only for understanding art and developing artistic creativity, but also for ensuring moral and emotional well-being. Aesthetic education is the organization of activities and life that help develop children's aesthetic feelings, form an idea and knowledge about beauty in life and art, give aesthetic assessments and form an aesthetic attitude to things around them.

Not everyone can become a composer, writer or artist, but everyone can learn to love, appreciate and understand beauty in art, nature, social life, human actions and everyday life. However, beauty not only gives pleasure, makes you happy, but also inspires high and noble feelings, thoughts, great deeds and heroism. The pursuit of beauty in behavior, life, clothing, the understanding of the beauty of creative work is closely related to the correct formation of moral beliefs and the upbringing of good taste. The ability to feel and understand beauty does not develop by itself, it must be consistently developed from childhood. Striving for this goal means achieving aesthetic education. This helps to form a harmoniously developed personality and occupies an important place in the school education system.

In the process of implementing aesthetic education, the primary school teacher has wide opportunities for creative activity. During this activity, he must solve the following tasks: to consistently develop aesthetic perception, aesthetic feelings and imagination in children, to form their artistic and creative abilities, and to develop the foundations of aesthetic taste. Therefore, the main task of a modern educational school is to educate a harmoniously developed personality. Aesthetic education plays a major role in the formation of a harmoniously developed personality. Today, one of the most important tasks is to significantly improve aesthetic education and art

education.

It is necessary to develop a sense of beauty in students, to form a high aesthetic taste, to teach them to appreciate works of art, historical and architectural monuments, the beauty and wealth of mother nature. For these purposes, it is very important to use the potential of each academic subject, especially literature, music, fine arts, labor education, and aesthetics, because they have great cognitive and educational power. But parents should not be left out of solving these important tasks. In families that understand this well, the aesthetic education of children begins long before they go to school.

Aesthetic education is a part of moral, labor and physical education, aimed at the comprehensive development of a new person, in which intellectual and physical perfection is combined with a high culture of feelings. An aesthetic attitude to the worldview is, of course, not limited to observing beauty, but, first of all, is the desire to create according to the laws of beauty. Aesthetic education is inextricably linked with labor education. "Labor education cannot be imagined without knowledge of the beauty in the goals, content and process of labor, just as aesthetic education cannot be imagined without active creative activity and the struggle for the realization of ideals." Aesthetic taste represents an assessment of existence based on a person's ideas about beauty, ugliness, humor, tragedy, etc. Each person should cultivate, enrich and improve his own aesthetic taste. Aesthetic education involves the formation of a person's ability to understand and appreciate art and beauty.

Aesthetic taste is a feeling of satisfaction or dissatisfaction that arises in the process of perceiving and evaluating the aesthetic qualities of events and phenomena, and is expressed in a person's thoughts, behavior, and creative products. This ability allows one to distinguish beauty from ugliness and enjoy it. The formation of aesthetic taste should be absorbed into a person's inner world, based on their life experience and beliefs. This process is associated with the adaptation of aesthetic knowledge and views to the individual, harmonizing emotional and intellectual experiences.

Folk songs are one of the important means of aesthetic education. The use of folk songs in music lessons is an effective tool for developing children's artistic thinking, emotional perception and creative abilities. This process encourages students to reveal their creative potential and

serves their formation as full members of society. At the same time, the use of art as a pedagogical tool in the educational process becomes more effective when combined with technology. Interactive methods, visual materials and activities that develop creative activities increase interest in art and improve the level of aesthetic perception. In the process of aesthetic education, it is necessary to take into account the age characteristics of students and develop special pedagogical approaches for them. To increase the effectiveness of this process, it is important to ensure the harmony of classroom and extracurricular activities and strengthen the professional training of teachers.

CONCLUSION

Folk songs are an important pedagogical tool in the formation of aesthetic taste in children, as they reflect the culture, traditions and aesthetic views of the people. These songs develop the ability to feel, appreciate and understand beauty in children, enrich musical hearing, emotional perception and creative thinking. The figurative expressiveness and emotional impact of folk songs increase children's respect for national values, and increase their interest in national culture. At the same time, these songs have educational value not only in school lessons, but also in the family environment. Parents can strengthen their love of beauty by singing folk songs with their children.

Organizing lessons based on folk songs allows children to develop musical hearing and creative abilities. Studying folk songs in music, literature, and fine arts lessons, analyzing their artistic features and content, is effective for aesthetic education. In addition, involving children in creative activities based on folk songs, for example, drawing pictures, preparing stage performances, or re-performing songs, stimulates their aesthetic taste and creativity. Organizing live performances by local folklore groups within the framework of school-neighborhood cooperation allows children to get acquainted with folk culture and art. The widespread use of audio and visual resources related to folk songs in the educational process increases the effectiveness of the educational process. It is also important to increase their interest by explaining the historical and cultural context of folk songs in a language that children understand.

In conclusion, folk songs are of incomparable importance in developing children's musical taste, spiritual maturity,

and respect for national values. Their deep integration into the process of aesthetic education serves to develop in children an appreciation of beauty, creativity, and a sense of national identity. Therefore, the widespread use of folk songs as a means of aesthetic education is not only a pedagogical but also a national cultural task.

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