



The role of classical music in the spiritual education of children

A. N. Talaboyev¹, S. S. Azizov²

^{1,2}Fergana regional branch of Uzbekistan State Institute of Arts and Culture

Abstract: This article highlights the role and influence of classical music in the spiritual education of children.

Keywords: classical music, spiritual, influence, children, education.

Musical art reflects the world holistically, in the unity of truth, goodness, and beauty, and is aimed at understanding, first of all, the inner world of a person, his ideals, life guidelines, and values. At present, modern children have the opportunity to study the heritage of world musical culture and make it their spiritual heritage. The sooner the child gets the opportunity to get acquainted with classical music, the more successful his general spiritual and moral development will be. Classical music is one of the strongest and brightest means of human education. It secretly or explicitly contains the widest range of spiritual guidelines, respectively; its imprinted connections with genres that developed in the music of different centuries. On this basis, an expanded artistic world and a deep reflection on life are built. Behind them is the soul of the "I" of music, and in its depths there is an undoubted, unshakable nobility. Each era has its own methods of building the artistic world of a work and ways of representing a person in it with his emotions and feelings. Children have a limited understanding of human feelings that manifest themselves in real life. Music, which conveys the whole gamut of feelings, expands these ideas. Emotional responsiveness to classical music helps to bring up such personal qualities as kindness, the ability to sympathize with another person, and empathy.

Musical education is of great importance for the full-fledged spiritual development of a future person. With the accumulation of musical experience, children develop an emotional response to the works. Listening to classical music, the child learns the invaluable cultural experience of generations. Children of primary school age prefer classical music because the primary school repertoire contains a lot of classical music (Beethoven, Schumann, Tchaikovsky, Prokofiev, Kabalevsky, etc.). In elementary grades, children listen to classical music of nature, which is the most important source of the emotional coloring of the word and the key to understanding and experiencing the beauty of the melody. Listening to the music of nature helps children emotionally prepare for choral singing. With great love, the guys sing in chorus "Lullaby" by W. Mozart, "Children's Song" by P. Tchaikovsky, etc. The main goal of the teacher is to make all students love classical music so that it becomes a spiritual need for everyone. What is lost in childhood can never be made up in the years of youth, and even more so in adulthood. This rule applies to all spheres of the spiritual life of the child, especially aesthetic education. Sensitivity and susceptibility to beauty in childhood are incomparably deeper than in later periods of personality development. One of the main tasks of the teacher is to educate the child's need for beauty, which largely determines the whole structure of his spiritual life and his relationships in the team. The need for beauty affirms moral beauty, giving rise to intransigence and intolerance towards everything vulgar and ugly.

The development of emotional responsiveness and awareness of perception in children leads to the desire to listen to classical music, which gives rise to creative activity. By developing the emotions, interests, thinking, imagination, and tastes of the child, we form the foundations of his spiritual consciousness and musical culture in general. From all of the above, it follows that classical music has a great influence on the development of a child as a person. Therefore, it is necessary to encourage listening to classical music not only in music classes but also during other activities with the child. It is recommended to listen to classical works of different times—ancient music by Vivaldi, Handel, and Bach; works by Mozart, Beethoven, Mendelssohn, Schumann, Chopin, Glinka, and other classical composers - thereby forming beauty standards in children. Types of musical activity in children as factors of spiritual development In musical education, the perception of music by children is the leading activity. Both the performance and creativity of children are based on vivid musical impressions. Information about music is also given based on its “live” sound. A developed perception enriches all musical manifestations in children. The perception of music contributes to the activation of mental operations such as comparison, highlighting the features of common and different. The main thing is to take care that all the best of the musical treasures of mankind enter into the spiritual life of children, so that listening to the same work gives aesthetic pleasure and leaves an imprint on thinking and emotional life. As many musicians and teachers have noted, the process of perception should be accompanied by empathy and the emergence of moral and aesthetic assessments of musical meanings, and the result of such perception should be a situation of internal spiritual and moral choice. All types of musical activity in the lesson can only be called artistic activity when children reproduce life through intonation, comprehend the meaning of the work as their own, and participate in the birth of music. Therefore, we can distinguish such types of artistic and aesthetic activities of children in the lesson as:

1. artistic perception (perception of empathy for the feelings, moods, and ideas of the author);
2. artistic analysis (verbal explanation of one’s experiences and meanings through reasoning, then artistic insight);
3. Artistic creativity (expression of one’s own feelings and thoughts in the process of intonation and improvisation).

All types of musical activity can serve as a means of spiritual and moral development. The impact of instrumental music is usually associated with the experience of the spiritual side of its content, which is concretized by the title of the work, the features of the history of creation and existence, and the consonance of the ideas of the present. It is possible and necessary to develop a sense of beauty not so much through explanation as through the process of active observation and experience of the world around us in forms accessible to children. Spiritual education is a means of activating the spiritual potential of the individual, compensating for the lack of its manifestation in other areas of social and spiritual life; it is a universal means of the spiritual development of the human personality, to a certain extent contributing to the harmonization of its social existence. The leading features that determine the spiritual development of the individual are participation in musical creativity through various forms of musical activity, such as concerts, lectures, and musical lounges. The world has entered the third millennium. One of the most important tasks of art education is the upbringing of the soul of a child by means of art, classical music in particular, and its impact on the process of the formation of his spiritual qualities and ideals. You can find the basis for the spiritual development of children through classical music. However, as noted by L.S. Vygotsky, music cannot directly “transfer” spirituality into a person’s soul; it can only directly awaken the moral and spiritual forces dormant in him, arousing human emotions. Experiencing the content of music, a person becomes more responsive to various emotions and meanings, and this training allows him to feel more subtly someone else’s pain or someone else’s problems. Classical music occupies a special place in the education of the spiritual morality of students due to its direct and complex impact. Musical activity, due to its emotionality, is attractive to children. It is music that helps to form a child’s aesthetic perception of other types of art and the world around him and to develop figurative thinking and imagination. Therefore, the formation of the foundations of musical culture and, through it, the artistic and aesthetic culture of the child, is an urgent task of today. Of all the academic disciplines,

music is the only one that truly educates the spiritual principle, since it not only develops the mind but also develops and ennobles the senses. Music lessons as well as spirituality lessons are focused on optimizing emotional and personal potential and spiritual development. Music is included in the general system of spiritual formation of a person's personality.

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