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 Research Article

## IMPROVING THE MECHANISMS OF EDUCATING STUDENTS IN THE SPIRIT OF INTER-ETHNIC HARMONY BASED ON NATIONAL MUSIC IN THE CONDITIONS OF ETHNO-CULTURAL RELATIONS

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**Uspanova Early Anuarovna**

Teacher Of The " Folk Art" Department Of The Nukus Branch Of The State Institute Of Art And Culture Of Uzbekistan

### ABSTRACT

The article compares the hierarchy of values of adolescents of a generation that differ in the degree of inclusion in the environment of additional education. As a result of the empirical study, the features of their attitude towards social actors were clarified, both the similarities and differences in the value system of adolescents in the studied groups were shown.

### KEYWORDS

Teenagers of the generation, personal value system, subject.

### INTRODUCTION

The problem of developing the spiritual and moral culture of students is one of the key tasks of the state policy of the Federation at the present time, since there is a decrease in the values accepted by society, the cultural and intellectual level, ethical standards, and legal culture against the backdrop of growing aggression and

stratification of society. In this regard, the main provisions of the state cultural policy emphasize the role of educational work of educational institutions in order to prevent a humanitarian crisis in society, thereby promoting the development of culture. The spiritual and moral education of the country's citizens is impossible

without the assimilation of the basic values of the nation, which presupposes, first of all, the development of civic consciousness. education, being a significant component of social life and one of the sociocultural and spiritual phenomena, is at a new stage of its development associated with the restructuring of the hierarchy of basic values. In this regard, in the theory of modern domestic pedagogy and the practice of organizing the educational process, the study of spiritual and moral education as a social and pedagogical phenomenon acquires particular relevance and significance. In documents and legal acts of the education system itself, the importance of spiritual and moral education is increasingly emphasized as an area of education designed to solve the problems of consolidating society, preserving a single socio-cultural space of the country, overcoming national tensions. The issues of organizing and developing the spiritual and moral education of students for Russia are profound historical roots. Slavophiles, thinkers in the circle of V.S. Solovyov, and later religious philosophers abroad spoke about the special nature of the upbringing of the person. For many decades, the phenomenon of culture and the peculiarities of education, the content of which reflects the changes taking place in the spiritual sphere of society, have been studied. In modern pedagogical science, education is usually considered as a phenomenon, process and activity; in broad and narrow, pedagogical and social senses. The interpretation of the essence of spiritual and moral education is even more complicated due to the lack of a single point of view on defining the essence of spirituality, the

presence of conceptual differences in secular and religious pedagogical paradigms, and the derivativeness of the category “spiritual and moral education.”

The problem of values has remained relevant since ancient times; its study, begun by philosophers, actively continues in almost all the humanities. But, despite this, there is still no unambiguous understanding of the term “value”. There are two basic approaches to deciphering it. Firstly, value is interpreted as a certain external object, both ideal and material, towards which various forms of activity of social subjects are directed. This gives rise to the possibility of defining the subject’s actions as socially approved or disapproved. The presence of values in this case also acts as an opportunity for self-justification, self-explanation by the subject of his own activity. Secondly, value is understood as a reflection in the consciousness of society of certain social relationships, their objectification in the culture of society and its social institutions [3]. Among the main features of values, the following stand out: their social nature; the subject’s assimilation of a value system in the process of his active activities; a combination of subjective significance and objective existence of values; the dynamic nature of their development; mutual transition of the specific and the general in them [4]. S. Schwartz views the value system as a motivational continuum, in which there is no strict division of motives inherent in certain values; rather, we are talking about their mutual transition . Accordingly, it is possible to identify broader, conceptual values, consisting of several

narrower, specific ones, which provides more opportunities for studying relevant issues. [6].

Educating students in the spirit of interethnic harmony based on Uzbek national music in the context of ethnocultural ties is a valuable and meaningful endeavor that can promote cultural understanding, tolerance and unity among students of different backgrounds. Here are some steps and strategies to achieve this goal:

### **Inclusion of Uzbek national music in the curriculum:**

Start by introducing Uzbek national music into the curriculum in schools or educational institutions.

Teach students about the history, instruments, and styles of Uzbek music.

Emphasize the importance of Uzbek music in ethnocultural relations:

Emphasize the role of music in Uzbek culture and how it reflects the country's rich history and traditions.

Discuss historical and contemporary connections between Uzbek culture and neighboring cultures in Central Asia.

### **Multicultural Music Education:**

Encourage students from different ethnic backgrounds to share their musical traditions and experiences.

Organize multicultural music events and performances where students can showcase their talents and learn from each other.

### **Guest lecturers and performers:**

Invite Uzbek musicians or musicologists to lecture or speak to students. It can provide first-hand insight into music and culture.

### **Intercultural seminars:**

Conduct workshops exploring the similarities and differences between Uzbek music and the music of other cultures.

Encourage students to actively participate in these workshops by playing instruments, singing, or learning traditional dances.

### **Ethnographic research projects:**

Assign research projects that will require students to delve into the ethnocultural connections between Uzbek music and other cultures of the region.

Ask students to present their findings to the class, promoting discussion and understanding.

### **Excursions and cultural experiences:**

Organize trips to museums, cultural events, or Uzbek cultural centers in the community.

Allow students to experience Uzbek culture first-hand through food, clothing, and interactive activities.

### **Promote respect and inclusion:**



Create a classroom environment in which all cultures and traditions are valued and respected.

Encourage open dialogue about cultural differences and similarities and promptly address any concerns related to prejudice or discrimination.

### **Integration into other subjects:**

Integrate the study of Uzbek music and culture into subjects such as history, geography and social studies to ensure holistic understanding.

### **Celebrate cultural festivals:**

Celebrate Uzbek cultural festivals and holidays with music, dance and traditional cuisine.

Invite students and their families to participate in these celebrations.

### **Cooperate with public and cultural organizations:**

Collaborate with local Uzbek community organizations or cultural institutions to enhance the educational experience.

Contact them for advice and support when organizing cultural events and activities.

### **Evaluation and reflection:**

Assess students' understanding of interethnic harmony and Uzbek national music through projects, presentations and discussions.

Encourage students to reflect on how their learning has influenced their views on diversity and cultural harmony.

By incorporating Uzbek national music and ethnocultural connections into the curriculum and creating a culturally inclusive environment, educators can help students develop a deep understanding of diversity, promote interethnic harmony, and foster a sense of unity among students from diverse backgrounds.

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