



SPIRITUAL AND MORAL EDUCATION OF PRIMARY SCHOOL STUDENTS IN MUSIC LESSONS: AN ARTPEDAGOGICAL ANALYSIS

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Abstract. *This article presents an analysis of the first stage of experimental research conducted by a basic doctoral student of the Qori Niyoziy National Institute of Pedagogy of Education on the spiritual education of students in music lessons.*

Keywords: *spiritual education, music lessons, primary school students, art-pedagogical methods, questionnaire questions, universal human values.*

Annotatsiya. *Ushbu maqolada Qori Niyoziy nomidagi Tarbiya pedagogikasi milliy instituti tayanch doktorantining musiqa darslarida o'quvchilarni ma'naviy tarbiyalash bo'yicha birinchi bosqich tajriba sinov ishlari taxlili keltirilgan.*

Kalit so'zlar: *ma'naviy tarbiya, musiqa darslari, boshlang'ich sinf o'quvchilari, artpedagogik metodlar, anketa savollari, umuminsoniy fazilatlar.*

Аннотация. *В данной статье представлен анализ первого этапа опытно-экспериментальной работы докторанта Национального института педагогики воспитания имени Кори Ниёзи по духовно-нравственному воспитанию учащихся на уроках музыки.*

Ключевые слова: духовное воспитание, уроки музыки, учащиеся начальных классов, арт-педагогические методы, анкетные вопросы, общечеловеческие качества.

Introduction.

At present, the issue of the spiritual and moral education of primary school students is being studied as a pressing problem in connection with the contemporary socio-cultural context, which scholars characterize as a state of global spiritual and moral crisis. Spiritual and moral education is the process of forming social values, ethical norms, and national as well as universal human virtues in the younger generation [1]. It is also a process aimed at shaping and developing an individual's inner world, moral views, and spiritual-volitional qualities [2].

Artpedagogy is one of the emerging and rapidly developing fields of contemporary educational science. It is a scientific and practical system focused on the application of art and artistic creativity as pedagogical tools for achieving educational objectives. Artpedagogy is regarded as an effective means of influencing and shaping an individual's inner world, aesthetic appreciation, and moral sensibilities.

Artpedagogy is formed at the intersection of several disciplines, including pedagogy, psychology, art studies, anthropology, and cultural studies. Its purpose extends beyond the transmission of knowledge; it aims to reveal and develop learners' creative potential, satisfy their emotional and spiritual needs, and foster the growth of feelings, aesthetic appreciation, and human virtues. In this regard, O.Ye. Khalipova defines art pedagogy as follows: "Artpedagogy is a practical pedagogical approach aimed at developing the emotional and spiritual channels through which individuals are influenced." [3, 24-b.].

Artpedagogical activity can be defined as a set of planned and systematic influences aimed at developing the spiritual, moral, and aesthetic thinking of primary school students through the use of artistic means within the educational process. It encompasses several key components, including: artistic media (music, visual arts, theatre, and literature); creative artistic activities (drawing, poetry writing, dramatization, and performance); emotional influence and the process of internalization; and the guidance of learners toward spiritual and moral development. In other words, as N.P. Solovyov emphasizes, “Artpedagogy is a pedagogy that finds its way from one heart to another. In it, feeling, understanding, and heartfelt perception occupy a central place.” [4, 113-b.].

The application of the artpedagogical approach in primary education within general secondary schools contributes not only to the acquisition of knowledge but also to the development of humane qualities such as tolerance, compassion, empathy, patriotism, and respect for national values among students. Indeed, “education is not merely the transmission of knowledge; it is also a process of influencing the heart and providing spiritual support for the holistic development of the individual.” [5, 86-b.].

Artpedagogy transforms the educational process from a mechanical transmission of knowledge into a form of spiritual and moral collaboration. In particular, during music lessons, children are provided with opportunities to express their emotions, develop self-awareness, and learn to live in accordance with universal human values. Therefore, art pedagogy can be regarded as a contemporary model of spiritual and moral education. Its scientific and practical foundations are aimed not only at

enhancing the effectiveness of education but also at fostering the comprehensive development of the individual. By integrating artistic experiences into the learning process, art pedagogy contributes to the formation of emotionally mature, morally responsible, and culturally aware personalities.

As a new direction emerging from the integration of pedagogy and art, art pedagogy has significantly expanded the possibilities for achieving educational and developmental objectives. Artpedagogy is regarded as a scientific field based on the integration of educational influences through various forms of art. Its primary mechanism involves the emotional perception of artistic images and the personal internalization of the social experience embodied in works of art. Through this process, learners not only acquire knowledge but also assimilate cultural, moral, and social values, thereby enriching their personal and spiritual development. [6].

The analysis of scientific research and practical experience aimed at the spiritual and moral education of primary school students allows us to:

- determine the level of knowledge and competencies of music teachers regarding art-pedagogical technologies aimed at the spiritual and moral education of primary school students;
- conduct scientific diagnostic assessment of the current state of art pedagogy usage in the spiritual and moral education of primary school students;
- identify existing challenges and problems in the application of art-pedagogical tools and technologies in the process of spiritual and moral education of primary school students.

The aim of the research is to develop and experimentally substantiate the effective conditions and methods for using art-pedagogical approaches in the spiritual education of primary school students during music lessons.

Therefore, it is necessary to determine the educational potential of artpedagogical methods in music lessons. This is because it creates a basis for developing technologies for the use of artpedagogical methods at the educational, emotional, and behavioral levels in the spiritual and moral development of primary school students in music education. In this way, the conditions for the spiritual education of primary school students through art-pedagogical methods in music lessons can be identified, and the impact of art-pedagogical activities on the spiritual development of primary school learners can be enhanced. As a result, a scientific and methodological framework for evaluating the effectiveness of acquiring moral, aesthetic, and national value-based content through art can be developed.

The first stage of the experimental research was conducted from April 25 to May 20, 2025, in three general secondary schools each from Tashkent city, Syrdarya region, and Samarkand region, making a total of nine schools.

During this initial stage—i.e., the diagnostic (ascertaining) experiment—a total of 3764 primary school students and 9 music teachers were involved. In order to diagnose the level of spiritual education provided in music lessons, the experimental work was organized for Grades 1–4 without dividing participants into control and experimental groups.

The analysis of students' responses to the questionnaire revealed the following: for the first question – “Which songs do you like the most?” – 79% of respondents stated that they prefer various modern pop songs, even without understanding their lyrics. Students also expressed that they enjoy Korean K-pop groups as well as the dance styles, fashion, and music of Russian bloggers, and they actively listen to their songs.

In addition, they indicated that they like the lyrics, music, and music videos of Uzbek pop singers such as Mashhurbek, Gaybulla Tursunov, Ozoda Nursaidova, Jahongir Otajonov, and Munisa Rizaeva.

For the question “Do you like music lessons?”, 69% of respondents answered “yes” and 31% answered “no”. Analysis of the responses revealed the following reasons:

1. The 69% of students reported that music lessons improve their mood, reduce stress, help them feel free, and provide opportunities for creative expression.
2. The 31% of students indicated that they either do not enjoy listening to music or do not like the music teacher, and it was also found that some are not allowed to listen to music at home.

For the second question – “Do songs teach you to become a better person?” – the results showed that 64% of respondents answered “yes”, while 36% of students reported that when they sing or listen to songs, they do not pay attention to or reflect on the meaning and content of the lyrics.

For the third question – “Which melodies and songs make you happy?” – 49% of students answered that songs about the Motherland,

parents, and becoming a good person make them happy, while 51% reported preferring K-pop songs, modern foreign pop music, and rap.

The analysis of these responses revealed the following:

1. It was found that 49% of students mainly sing songs during music lessons at school, spend their free time in various extracurricular clubs, and do not actively listen to music outside of school.
2. The 51% of students stated that in their free time they listen to popular songs available on the internet and are attracted to the fashion styles and dance performances of contemporary music groups.
3. It was also observed that some students enjoy listening to these songs simply because they are trendy at the present time, even without understanding the lyrics.

For the fourth question – “What do you think about when listening to songs?” – 52% of students answered that they think about their dreams, future, and goals, while 48% of students stated that they simply listen without thinking about anything and often imitate the singer.

For the fifth question – “How do you feel when you sing or listen to music?” – 69% of students answered that they feel good, light, and calm, while 31% reported feeling sleepy, irritated, or bored.

The analysis of these responses revealed the following:

1. The 69% of students indicated that they enjoy listening to music, and that singing and listening to music help them relax after mental work, encouraging thoughts about good deeds and goals, and providing a sense of confidence and calmness.

2. The 31% of students stated that they feel bored when listening to music and that they perceive music listening as an obligation rather than a pleasant activity.

During the experimental research process, it was planned to conduct interviews and surveys with music teachers working in general secondary education institutions. Based on interviews and discussions held with 9 music teachers, the following findings were identified.

1. To the question: "What is the role of music lessons in the spiritual and moral education of students?" most teachers responded that music lessons play a very important role. They emphasized that the main purpose of music education is not only to provide knowledge, but also to educate students as spiritually rich, aesthetically cultured, creative individuals who love their homeland and nation.
2. To the question: "Which qualities can be effectively developed through music?" the teachers stated that music lessons can be effectively used to foster universal human values such as love for the Motherland, respect for parents, reverence for elders, diligence, friendship, and loyalty, all of which are instilled in students' consciousness through music education.
3. To the question: "What challenges do you face in providing spiritual and moral education in music lessons?" some teachers responded that the main difficulty is limited lesson time. Others noted that music is often regarded as a secondary subject, while some pointed to the lack of sufficient teaching methods and methodological resources as a key problem.
4. To the question: "When teaching songs to students, do you explain the meaning of the lyrics? Which methods do you use in this process?" the teachers responded that they explain the meaning of song lyrics and use

methods such as explanation, discussion (conversation), the 4K approach, and word games.

To the question: “What suggestions do you have for strengthening spiritual and moral education through music lessons?” the teachers proposed the following:

1. Increasing the number of lesson hours;
2. Ensuring that each school is equipped with well-designed and modern classrooms for music education;
3. Increasing the number of songs in textbooks that promote spiritual and moral values;
4. Allocating additional individual lesson hours for teaching students national musical instruments.

During the first stage of the experimental research, the current state of the problem was studied and analyzed, and the experience of spiritual education of primary school students in music lessons was examined. At this stage, scientific-theoretical approaches and the general research concept were also defined. In order to identify the most effective pedagogical conditions for the spiritual education of primary school students through art-pedagogical methods in music lessons, preparatory work was carried out, including the training of music teachers for the experimental process. The research results indicate that art pedagogy contributes to the development of key components of spiritual education, including moral feelings, aesthetic appreciation, national values, and creative expression. It was found that 69% of students showed a strong interest in music lessons, while 31% demonstrated a low level of interest in the subject. In the research model, the aim and scientific hypothesis were defined as follows: the aim of the

study is to determine the effectiveness of the art-pedagogical approach in music lessons for the spiritual education of primary school students. The scientific hypothesis of the study states that if art-pedagogical methods are systematically applied in music lessons, then moral understanding, respect for national values, emotional perception, and creative expression will be effectively developed in primary school students. According to the hypothesis, it is expected that in the experimental group, the level of advanced moral qualities will increase by 25–30% after the implementation of the art-pedagogical intervention. This model provides an opportunity to scientifically and experimentally verify the effectiveness of artpedagogy in primary school music education.

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