

THE ROLE OF NATIONAL MUSICAL INSTRUMENTS IN THE AESTHETIC EDUCATION OF PRESCHOOL CHILDREN

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Abstract: *This article highlights the role of Uzbek national musical instruments in shaping the aesthetic taste of preschool children. It analyzes how children's attitudes toward national values and their ability to express emotions through music develop through the use of musical instruments. The article also provides effective methodological approaches to the use of musical instruments in preschool educational institutions.*

Keywords: *aesthetic education, national musical instruments, preschool age, musical education, pedagogical methodology.*

Aesthetic education is formed through the development of a child's sense of beauty, sensitivity to music, taste, and emotions. The preschool period is a fundamental stage for acquiring these skills, and music plays a crucial role in this process. As a musical medium, national instruments offer rich possibilities. Instruments such as the dutor, rubab, doira, surnay, and karnay stand out not only for their unique sound but also for their national spirit and educational power.

National musical instruments, which are the foundation of national music, play an important role not only in aesthetic education but also in the formation of national identity among the younger generation. During the preschool period, children express their natural interest and need for music. Through melodies and sounds, they begin to develop sensitivity to nature, emotions, and the social environment. At this stage, becoming familiar with national instruments, listening to them, and engaging in musical activities using these instruments is of particular significance in aesthetic education.

Today, promoting children's creative activity, developing musical taste, and cultivating respect for cultural values are key objectives in preschool education. From this perspective, using national musical instruments can enhance the effectiveness of educational processes. This contributes not only to musical development but also to moral and cultural upbringing.

This article specifically explores the role of national musical instruments in aesthetic education, their educational and musical potential, and ways to effectively implement them in the preschool education system.

Through musical instruments, a child does not merely listen to music but also sees, feels, and expresses it in their activity. This enriches both their musical perception and emotional world.

Using national musical instruments helps children develop the following skills:

- **Improved auditory attention:** For example, the soft tone of the dutor calms the child, while the doira enhances rhythmic perception.
- **Coordination of physical movements:** Instruments like the doira and nogora engage children in musical movement.
- **Emotional enrichment and social adaptation:** Musical instruments allow children to express their feelings and participate in group activities.
- **Respect for national values:** Each musical instrument represents a nation's history, art, and traditions.

In pedagogical practice, activities with musical instruments are conducted in the following forms:

1. Listening to music (live instrumental performances);
2. Musical games (rhythmic clapping, tapping on instruments);
3. Engaging introductions (exploring instruments, listening to their sounds);
4. Mini-concerts (with children's participation).

Practical observations show that preschool children show great interest in national musical instruments. With proper pedagogical approaches, these instruments increase children's activity and enhance their positive attitudes toward music. Unfortunately, in some preschool institutions, there is a lack of instruments or sufficient methodological knowledge for their use. Therefore, it is important to improve teacher qualifications and develop instructional manuals.

National musical instruments are invaluable tools in aesthetic education. They help shape children's musical worldview, and develop their sense of rhythm, listening, movement, and expression. Active and systematic use of musical instruments in preschool institutions not only strengthens children's interest in music but also deepens their love and respect for national culture. Thus, effectively utilizing the potential of national instruments in musical education is a relevant and impactful direction.

Strengthening Musical Taste and National Identity through Uzbek Folk Instruments in Preschool Education

National musical instruments help cultivate preschoolers' musical taste, awaken their aesthetic feelings, and reinforce their sense of national identity. By listening to, perceiving, and moving to melodies played on instruments such as the dutor, rubab, doira, surnay, and karnay, children "see," "feel," and "express" music—an experience that sharpens their ability to recognize and convey emotions.

Uzbekistan's musical heritage is not merely a relic of the past; it is a treasury for future generations. Therefore, integrating national instruments into the pedagogical process of preschools—and using them as effective tools of aesthetic education—is an urgent task. This calls for methodological handbooks, in-service training courses for educators, and model sets of national instruments for kindergartens.

Overall, employing national instruments in musical education gives children the chance not only to hear music, but also to understand, appreciate, and approach it creatively, fostering their all-round development. Systematic and thoughtful use of these instruments is thus essential in pedagogical practice.

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