

EFFECTIVE METHODS OF INTRODUCING FOLKLORE AND THE ART OF BAXSHI TO PRIMARY SCHOOL STUDENTS

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Annotation: *This thesis illuminates the pedagogical and methodological approaches for effectively teaching national folklore and the art of baxshi to students in primary school music classes. Considering the psychological characteristics of young school-aged children, the possibilities of incorporating game-based technologies, storytelling (dastan narration), and multimedia tools into the lesson process are analyzed.*

Keywords: *folklore, art of baxshi, primary school, music education, game-based technologies, dastan, national values.*

In the modern educating system, educating the younger generation in the spirit of national values and folklore is gaining significant importance. In particular, instilling the art of bakhshi and epic poetry, which are an integral part of the intangible cultural heritage of Uzbekistan, into the hearts of students starting from primary school is the basis of both aesthetic and spiritual education. However, the attention and psychological development characteristics of children aged 7–10 make it difficult to perceive bakhshi melodies in a traditional way.

In today's era of globalization, mass culture entering the minds of young people from the outside is having a negative impact. In such conditions, the preservation of national identity and the proper formation of students' artistic and aesthetic taste directly depend on the content of primary education. Music lessons are not only a place to listen to melodies but also a platform for studying the history and philosophy of the people. The ideas of patriotism, courage, and friendship celebrated in bakhshi dastans serve as a powerful pedagogical tool for fostering the social and moral worldview of young children. Therefore, conveying this type of art to young children in understandable, non-boring forms requires fundamental changes in modern methodology, and organizing lessons using interactive and innovative methods is one of the most pressing issues.

During the research process, the following complex of effective methods were developed and implemented in practice to enhance the musical perception of younger students:

Game technologies (Gamification): Methods were used to teach children the rhythmic foundations of bakhshi melodies, specifically the dombra and doira techniques, through simple applause, folk games, and rhythmic movements.

And then storytelling and fairy tale therapy. At the same time, complex and long dastans, such as "Alpomish" or "Gorogly," were transformed into short children's fairy tales, and excerpts from the bakhshi's collections were listened to in the most exciting plots.

In theatricalization (Drama Method) and art pedagogy, students mainly play the characters of the epic by dividing them into roles or draw a picture of the hero in their imagination while listening to the music. This method develops the child's emotional intelligence and social adaptation.

The results of the conducted pedagogical observations and experiments showed that in lessons using interactive methods, student activity increases significantly compared to lessons in the traditional lecture format. Children learn not only to visually recognize national musical instruments but also to distinguish their vocal timbre without errors. The methods of theatricalization and drawing form a sense of patriotism and courage in students toward the heroes of the epic. Most importantly, the melodies of traditional music reduce the nervous tension of children in the classroom and have a positive impact on their socio-psychological adaptation.

In conclusion, it can be said that when teaching folklore and the art of bakhshi in primary school music education, the use of visual, active, and playful methods yields the expected effect by abandoning only the auditory, i.e., audio, method. In conclusion, it can be said that the regular inclusion of bakhshi and folklore samples in primary school music lessons creates an integrated environment in education. The proposed playful and theatrical methods develop not only children's musical abilities but also speech culture and creative thinking.

This brings the effectiveness of the lesson to a qualitatively new level. At the same time, in the future, when creating school music textbooks, it is advisable to create children's interactive chrestomatias and multimedia applications based on the specific characteristics of regional epic schools (Surkhandarya, Kashkadarya, Khorezm, Karakalpakstan). This methodology, along with improving the quality of musical education in secondary schools, serves to convey our national heritage to the minds of the younger generation in a harmless and interesting way.

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