

Psychological Features of the Development of National Musical Imagination in the Younger Generation

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Abstract. This article analyzes the psychological characteristics of the process of forming and developing national musical perceptions in the minds of the younger generation. The influence of national music, the aesthetic worldview and musical memory of young children, as well as the role of pedagogical approaches in this process are highlighted.

Keywords: national music, musical imagination, young generation, aesthetic education, psychological development, musical perception, cultural heritage.

Introduction. National music is an integral part of the spiritual wealth, culture, and historical heritage of every nation. Especially in childhood, the perception and perception of these music at the level of imagination has a strong influence on a person's personality and aesthetic views. The formation of national musical imagination in the younger generation not only increases their musical level, but also develops in them such positive feelings as national pride, patriotism, respect for culture. The wide possibilities of music's influence on the human psyche have attracted the attention of musicologists, thinkers, and scholars since ancient times. They tried to determine the characteristics of musical art that influence the formation of people as individuals. Indeed, our great ancestors, who made a great contribution to the development of world science, deeply understood the role of music in the upbringing of a perfect person, researched its significance in the development of personality in their works and pedagogical views, leaving us incomparable sources. We can see that the information on music, presented in a number of works by such great thinkers as Al-Farabi, Abu Ali Ibn Sina, Abdulkadir Maraghi, Sharafiddin Ali Yazdi, Mahmud Kashgari, Ahmad Yugnaki, Sadi Shirazi, Abdurahman Jami, Kavkabi, Darveshali Changi, Kamil Khorezmi, Alisher Navoi, Zahiriddin Muhammad Babur, is the most relevant and necessary resource in the process of educating the younger generation from a scientific, theoretical, and educational point of view.

Main Part. The system of musical imagination consists of a set of ideas about the general ideas of the individual about music, ideas about classical music, ideas about popular genres of music and national musical instruments, the laws of development of musical melodies, songs, and the structure of their forms. The psychological, socio-psychological, musical-psychological, social, aesthetic, artistic, educational, guiding, etc. features of this system are inextricably linked. The scope of musical perceptions determines a person's attitude towards music, that is, perceptions manifest themselves in the form of existing attitudes, existing traces are revived. The peculiarities of musical works are manifested in: national rhythms, musical ornaments, the expression of qualities through the sound-forming properties of national instruments, the structure of the form of works, the reflection of the laws of melodic development in the consciousness of the individual, the vivid depiction of national, ethnic lifestyles and national values with the help of the lyrics of songs. At the same time, the formation of musical perceptions is influenced by certain socio-psychological factors, including:

- 1) the formed attitude of children and adolescents towards music;

- 2) Promotion of music;
- 3) features of the existing attitude towards music in the social environment;
- 4) It depends on the content and level of spiritual and artistic education.

Undoubtedly, the above-mentioned social factors, as a whole, affect the quality of musical perception of student youth (listeners) of different age, individual, and territorial characteristics, and play a key role in the formation of their musical imagination.

According to psychological research, children aged 3-7 have the ability to quickly memorize musical sounds, imitate them, and perceive them emotionally. It is during this period that familiarization with national music is considered important. By listening to folk melodies, children develop an interest in their culture, which contributes to the formation of their musical thinking. Musical imagination is the ability to imagine music without hearing it, to visualize its melody, rhythm, and emotions. This ability is formed in children through didactic games, music listening lessons, and working with national musical instruments. In this process, the teacher's psychological sensitivity, individual approach to children, and consideration of their emotional state are of great importance.

National music - maqoms, folk songs, epics - provides spiritual lessons to the younger generation. Through them, the traditions, values, and historical events of our ancestors are instilled in children. This increases their respect for their nation. From a psychological point of view, this type of music strengthens children's identification - the feeling of belonging to a certain group.

Today, with the help of modern information technologies, it is possible to convey national music to children through cartoons, interactive applications, and audio-visual means. This serves to develop their auditory memory and musical taste by harmonizing modern and national traditions.

Conclusion. The development of national musical imagination in the younger generation is not only cultural and aesthetic education, but also an important factor in personal development, the formation of national identity and social consciousness. If this process is carried out on the basis of psychological approaches, its effectiveness will increase even more. Therefore, special attention should be paid to introducing national music in educational institutions.

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