

## THE EDUCATIONAL ROLE OF MELODIES AND SONGS IN DEVELOPING MUSICAL TASTE IN PRESCHOOL CHILDREN

**Rajabova Marjona Ravshanjon qizi**

*National University of Uzbekistan named after Nizami*

**Abstract:** *This article explores the role of melodies and songs in shaping musical taste among preschool children, their educational significance, and pedagogical potential. A child's aesthetic worldview, interest in music, and emotional development are actively formed through musical experiences. The article analyzes how examples of folk oral creativity—such as lullabies, children's songs, and play songs—affect the child's moral education and attitude toward national culture. Additionally, methodological recommendations for the effective use of melodies and songs are presented.*

**Keywords:** *preschool age, musical taste, education, melody, song, aesthetic thinking, pedagogical process.*

Music is a form of art that reflects the most delicate aspects of human psychology. It is especially well-received by preschool children, who are highly sensitive to musical education. At this stage of life, melodies and songs play an invaluable role in shaping the child's aesthetic and moral development. Through music, the child begins to perceive beauty in the world, hears the melody of their mother tongue, and develops positive feelings toward the homeland, love, nature, and family.

**Musical taste** refers to the child's aesthetic sensitivity, inner interest in music, and their ability to perceive and evaluate it. Therefore, developing musical taste is one of the most important pedagogical tasks in preschool education.

In modern pedagogy, the comprehensive development of the child as a personality—particularly through aesthetic education and nurturing the ability to feel beauty—is a priority. Musical taste nurtures a delicate sensitivity toward music, helps children distinguish melody and rhythm, feel the tune, and respond emotionally. This enriches not only their artistic and aesthetic worldview but also their moral and spiritual inner world.

Music lessons conducted in preschool institutions help stabilize the child's emotional state, evoke positive feelings, and instill important values such as kindness, respect for labor, and patriotism. In this process, folk melodies and songs play a significant role, as they deliver aesthetic enjoyment and moral ideas in a form that is simple, understandable, and close to the child's heart.

Musical education also encourages children to develop verbal skills, listening attention, and participation in group activities. Thus, music classes are not only an aesthetic tool but also possess psychological and social educational power.

This article specifically examines the educational potential of melodies and songs, their role in shaping musical taste in preschool-aged children, methodological approaches, and the importance of this direction in modern educational practice.

#### Shaping children's worldview through music

Musical listening, songs, and melodies have a direct aesthetic and emotional impact on a child's consciousness. Through music, children learn to express their emotions, and melodies and rhythms help enrich their perception and imagination.

#### Educational Potential of Melodies and Songs:

- Lullabies and cradle songs – Enhance a child's love and attachment to the mother and family.
- Folk songs and play songs – Instill values of hard work, teamwork, discipline, and social interaction.
- Patriotic songs – Foster an understanding of homeland, nature, and national pride.

#### Pedagogical Approaches:

In musical activities, the following methods are recommended:

- Thematic music listening and discussion.
- Activities that integrate rhythmic movements.
- Vocal expression through singing.
- Drawing or mimicking in response to music.

In pedagogical practice, musical education is often integrated with games and physical activities. However, when meaningful and culturally relevant melodies and songs are used in music lessons, they develop not only musical taste but also moral values. Therefore, educators should carefully select songs appropriate to the child's age and aligned with national culture, turning them into effective tools for aesthetic education.

Musical education is a key factor in the comprehensive development of a child's personality. Observations and analyses carried out within the scope of this article show that preschool children are particularly sensitive to music, and their musical taste begins to form at this stage. In this process, melodies and songs—especially those from folk oral traditions—play a special role as pedagogical tools. They not only bring aesthetic pleasure but also instill moral concepts in children.

In modern pedagogy, music is considered not just a cultural skill, but a medium that supports psychological development, language skills, emotional stability, and social

adaptability in children. Nevertheless, in some cases, insufficient attention is paid to musical education classes, which negatively affects the child's musical worldview.

Research and practical experience show that music classes should not be limited to listening or performing. Including activities such as conversations with children, movement games, and expression of musical impressions helps strengthen their engagement with music.

In addition, educators and music teachers should pay close attention to the content, rhythm, and age-appropriateness of the selected folk songs. Such an approach not only shapes musical taste but also fosters national identity and respect for cultural heritage.

In light of the above, the significance of music education in the preschool system must be enhanced, and the educational potential of melodies and songs should be effectively integrated into practice. Developing musical taste in preschool children through melodies and songs contributes to their spiritual and aesthetic growth. Using rich examples from our national musical heritage helps instill respect for one's own culture and identity from an early age.

Thus, during the process of musical education, teachers should make effective use of the educational potential of melodies and songs. The formation of musical taste in preschool children is an integral part of the system of aesthetic education. Melodies and songs, especially those from folk traditions—such as lullabies, play songs, and work songs—deliver moral ideas in a simple form that is easily understood by children. These, in turn, help children internalize human values such as compassion, patriotism, love of peace, friendship, and honesty.

As discussed in this article, effective use of melodies and songs in music lessons, along with appropriate didactic methods, musical listening, singing, and movement activities, can successfully develop musical taste. Therefore, folk songs can serve as educational resources for music teachers and should be incorporated into lessons through appropriate methodological approaches.

**In summary**, when the educational potential of melodies and songs is well understood and directed toward didactic and aesthetic goals, it becomes possible to foster children's musical taste, as well as their aesthetic and moral development. This ultimately strengthens the place and importance of music education in modern educational systems.

### References

1. Mahmudova D. Methodological Foundations of Music Lessons. – Tashkent: O‘qituvchi, 2019. – 128 p.
2. Usmonova M. Aesthetic Education in Preschool Education. – Samarkand: Zarafshon, 2021. – 140 p.
3. Rakhimova S. Folk Songs and Children's Musical Education. // Science and Life. – 2022. – No. 5. – pp. 30–34.
4. Karimova N. Uzbek Folk Music and Pedagogy. – Tashkent: Fan, 2020. – 156 p.
5. Sharipova G. The Use of National Music Tools in Shaping Aesthetic Education in Preschool Children. // Pedagogical Mastery. – 2023. – No. 3. – pp. 41–44.
6. Ministry of Preschool and School Education of the Republic of Uzbekistan. Methodological Recommendations for Organizing Music Lessons in Preschool Educational Institutions. – Tashkent, 2023.
7. Komilova Z. Children’s Music: Didactic and Educational Approaches. – Bukhara: Ilm Ziyo, 2021. – 112 p.
8. Rasulova M. Methodology for Using Folk Songs in Music Education Lessons. // O‘qituvchi Newspaper. – 2022. – April 15.
9. Ganieva D. The Role and Significance of Music in Aesthetic Education. – Andijan: Andijan MIU Publishing House, 2020. – 98 p.