

THE ROLE OF MUSIC IN FORMING THE AESTHETIC CULTURE AND PERSONAL CHARACTERISTICS OF YOUTH

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ABSTRACT

The article studies the role and theoretical and methodological foundations of the modernization of music education in improving the aesthetic culture of youth, the effectiveness of improving the mechanisms and system of modernization of music education in improving the aesthetic culture of youth, socio-philosophical factors of improving the aesthetic culture of youth. Also, socio-philosophical issues of the factor of music education in improving the aesthetic culture of youth are analyzed.

Introduction

Music expresses human emotions, hopes, and desires in a unique artistic language and actively influences a person's feelings. Music is both a science and an art. It is based on physics and mathematics, which transforms it into a scientific discipline. However, one cannot view a musical work solely through the lens of science, as music is always a living, evolving art form. The art of music accompanies human life from early childhood, making a significant contribution to overall cultural development. Music remains a constant companion throughout a person's life. According to the scholar Stendal, music is the form of art that penetrates deeply into the human heart and reflects inner emotional experiences. The most important aspects of its educational influence depend on the ideological content of the musical work. This defines the tasks of musical-aesthetic education.

Literature Review And Methods

The role of modernizing music education in enhancing the aesthetic culture of youth, its theoretical and methodological foundations, the mechanisms and systems for improving music education, as well as the socio-philosophical factors influencing the development of aesthetic culture among young people, have been analyzed in the works of scholars such as Carl Orff, Zoltán Kodály, Maria Montessori, Rudolf Steiner, N. Lebresht, T. M. Kargorolova, L. A. Nikitina, V. V. Bakhtin, E. V. Smotrova, E. S. Borisova, G. V. Baybikova, N. Azizxodjaeva, A. Aripdjanova, and G. Ibragimova.

Results And Discussion

The impact of music on a person, as well as its role in the mental and emotional life of individuals and society, is a complex issue. This complexity and multifaceted nature did not immediately become the subject of scientific study. At this point, it is appropriate to recall Asafyev's words: "...music is both art, and science, and language, and play." Therefore, the role

of music in shaping the musical and personal qualities of youth is invaluable. Music influences a person comprehensively: a melody and its musical expression deeply affect emotions, evoking various feelings and generating diverse moods. The lyrics and ideological content of a song impact not only emotions but also the listener's consciousness, exciting them and stimulating thought. It evokes a particular attitude toward the moral and spiritual issues reflected in the work, producing a complex and powerful effect.

The main components of a person's aesthetic culture are aesthetic consciousness, perception, emotions, needs, attitudes, and aesthetic activities. Aesthetic consciousness encompasses aesthetic perception, knowledge, reflection, discussion, and the aesthetic ideal.

Aesthetic consciousness is formed through direct interaction with social reality, nature, and art, as well as through theories, perspectives, artistic education, and upbringing. The foundation of aesthetic consciousness is aesthetic perception. Aesthetic perception is the reflection of the aesthetic essence of objects and phenomena in the surrounding reality, considering all their constituent components. In other words, it is the process of comparing perceived things with the emotional and intellectual experiences already present in the individual. Aesthetic perception arises when encountering beauty and is characterized by a clear purposeful focus.

Aesthetic reflection is expressed in the intellectual activity of an individual, indicating their attitude toward a specific aesthetic principle. It is distinguished by the depth, sophistication, complexity, and level of the person's aesthetic reflection. The degree of aesthetic reflection depends on an individual's behavior, level of knowledge, and aesthetic experience.

Aesthetic needs enhance interest in aesthetic information. Aesthetic interest is manifested in a person's inclination toward aesthetic activity, such as collecting and repeatedly studying artworks they like, expressing opinions about them, seeking to know others' perspectives, and showing preferences for specific artists, genres, or directions.

Aesthetic taste is a complex phenomenon that arises from the combination of personal and social characteristics of an individual. It is formed through the flow of aesthetic information and the integration of aesthetic and moral standards, and it becomes clearly evident when a person evaluates objects or phenomena aesthetically.

Aesthetic feeling is the experience of an individual's attitude toward the aesthetic evaluation of an object or phenomenon. It helps a learner to reflect on the form, color, and meaning of the object under consideration.

In practice, the full implementation of aesthetic education tasks develops qualities in students such as initiative, creativity, foresight, aspiration, and the ability to dream. A society that raises learners who are intellectually mature, physically healthy, morally upright, and conscious of national responsibility ensures sustainable development.

Music lessons have a special significance in cultivating aesthetic taste among youth. In other words, music classes serve as an effective tool for fostering artistic discernment. In this regard, the most responsible task is entrusted to music teachers. Mastering the art of developing aesthetic taste should be one of the primary responsibilities of every music teacher. It is essential to teach students to listen attentively to each piece studied, fully

understand its means of expression and content. Over time, this becomes a habit and plays a crucial role in developing artistic taste.

Typically, the purpose of aesthetic education is understood as the development of aesthetic feelings and thinking in youth, the ability to perceive beauty, and the capacity to derive enjoyment from it. In reality, the goals and tasks of aesthetic education go beyond this; it teaches students to recognize and appreciate beauty and ugliness, nobility and baseness, joy and sorrow.

Conclusion: Music serves to shape the spiritual, artistic, and moral culture of the younger generation, foster national pride and patriotism, broaden intellectual horizons, enhance creative skills and artistic taste, and nurture independence and initiative.

Summarizing the ideas discussed above, it can be stated that the process of music education—including songs, melodies, attentive listening, and exposure to unique compositions in audio recordings—demonstrates the vast possibilities of music as an art form. It highlights the essential role that music classes play in the comprehensive development of youth into well-rounded, mature individuals.

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