



THE ROLE OF MUSIC PEDAGOGY AND THERAPY IN THE EDUCATION OF YOUTH

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ABSTRACT

This article analyzes the role of music pedagogy and music therapy in the education of modern youth, their interrelationships, and their impact on the intellectual and emotional development of the younger generation. It is scientifically proven that music is not only a form of art, but also an important tool for maintaining the psychological balance of a person, ensuring social adaptation, and forming an aesthetic worldview. The article highlights the practical importance of improving musical education methods and using elements of therapy for the spiritual development of young people.

Keywords: Music pedagogy, music therapy, youth education, emotional intelligence, aesthetic education, psychological rehabilitation, musical perception, personal development, creativity.

Music is one of the oldest and most influential forms of art that has accompanied humanity on its path of life since its inception. In today's age of rapid globalization and advanced information technologies, the issue of youth education is more relevant than ever. The combination of music pedagogy and therapy in enriching the spiritual world of young people, ensuring their mental stability, and shaping them as useful individuals for society is a unique innovative approach. Music pedagogy is not just about teaching them to play an instrument or sing, but also about educating the aesthetic taste of young people through the world of sounds and changing their attitude to the world in a positive direction. If we look at the history of pedagogy, we see that our great thinkers Abu Nasr Al-Farabi and Ibn Sina also paid great attention to the educational and healing properties of music. Al-Farabi's "The Great Book of Music" deeply analyzed the effect of sounds on the human psyche, while Ibn Sina used music to treat various mental illnesses. Today, these traditions are enriched with the latest achievements of modern science and are being implemented in the education system.

Music therapy is the use of music for therapeutic purposes, which helps to manage the emotional state of young people, reduce stress, and develop communication skills. Adolescence is the most complex stage in human life, during which there is a surge of emotions, a desire for self-realization, and various spiritual searches. It is at this stage that music pedagogy teaches young people to express their feelings correctly. The knowledge gained in music lessons or clubs increases the intellectual potential of young people. Studies show that young people who regularly engage in music have significantly higher mathematical logic, memory, and concentration compared to their peers. This is due to the fact that music forces the cerebral hemispheres to work simultaneously. Rhythm, measure, and melody, which are the basis of music pedagogy, also instill a sense of discipline and responsibility in young people. Collective performance, for example, singing in a choir or playing in an ensemble, forms social qualities such as solidarity, listening to each other and mutual respect in young people.

Music therapy is effective in eliminating negative situations such as depression, aggression and obsession with foreign ideas that are observed among young people today. In the "passive music therapy" method, young people analyze their inner world by listening to works with a certain mood. For example, listening to classical music calms the nervous system and ensures harmony of thoughts. In "active music therapy", young people themselves directly participate in the creative process: they play an instrument, compose songs or dance. This process helps them overcome their existing internal fears and obstacles (complexes). The role of our national musical heritage in the education of young people is especially incomparable. Shashmaqom, the art of Bakhshi, and folk melodies awaken the



genetic memory ingrained in the blood of young people, forming in them feelings of patriotism and national pride. National music pedagogy teaches young people not only art, but also the centuries-old values and philosophical views of our people.

Musiqqa orqali tarbiya berishda pedagogning mahorati ham muhim o'rin tutadi. Zamonaviy musiqqa muallimi nafaqat musiqashunos, balki kuchli psixolog ham bo'lishi lozim. U har bir o'quvchining ruhiy holatini his qila olishi va unga mos musiqiy materialni tanlay bilishi kerak. Masalan, o'ta hayajonli va giperaktiv yoshlar uchun osoyishta, lirik asarlar tavsiya etilsa, aksincha, passiv va tortinchoq yoshlarni faollashtirish uchun jo'shqin va ritmik musiqalardan foydalanish maqsadga muvofiqdir. Bunday yondashuv dars jarayonini quruq nazariyadan hayotiy tajribaga aylantiradi. Musiqqa pedagogikasida kreativlikni rivojlantirish – yoshlarning ijodiy salohiyatini ochishning kalitidir. Improvizatsiya darslari yoshlarga standart qoliplardan chiqishni, mustaqil qaror qabul qilishni va o'zligini namoyon etishni o'rgatadi. Bu esa kelajakda ularning har qanday sohada muvaffaqiyat qozonishlariga zamin yaratadi.

Raqamli texnologiyalar asrida yoshlar turli xil past saviyali, "ommaviy madaniyat"ga xos bo'lgan shovqinli musiqalar ta'siriga tushib qolmoqdalar. Bunday musiqalar inson ruhiyatini toliqtirib, unda ma'naviy bo'shliqni vujudga keltiradi. Shuning uchun ham musiqqa pedagogikasining vazifasi yoshlarda "musiqiy immunitet"ni shakllantirishdir. Bu immunitet yoshlarga haqiqiy san'at asarini soxtasidan ajratishga, yuksak estetik zavq olishga yordam beradi. Musiqqa terapiyasi esa bunday salbiy ta'sirlardan keyin ruhiyatni qayta tiklash (reabilitatsiya) vazifasini bajaradi. Jamiyatda huquqbuzarlikka moyilligi bor yoshlar bilan ishlashda ham musiqqa pedagogikasining o'rni katta. San'at bilan band bo'lgan yoshlarda jinoyatga yoki zararli odatlarga moyillik keskin kamayishi ko'plab ijtimoiy tajribalarda isbotlangan. Musiqqa ularga hayotning go'zalligini, insoniy munosabatlarning qadrini anglatadi.

Shuni ham ta'kidlash kerakki, musiqqa pedagogikasi va terapiyasi inklyuziv ta'limda ham juda samarali vositadir. Imkoniyati cheklangan yoshlar uchun musiqqa – bu dunyo bilan muloqot qilishning yagona va eng qulay tili bo'lishi mumkin. Ular musiqqa orqali o'z jismoniy yoki ruhiy cheklovlarini unutib, jamiyatning to'laqonli a'zosi ekanliklarini his qiladilar. Bu jarayon yoshlarning o'ziga bo'lgan ishonchini orttiradi va hayotga bo'lgan qiziqishini kuchaytiradi. Musiqqa pedagogikasi va terapiyasi yoshlar tarbiyasining ajralmas qismi bo'lishi lozim. Bu sohalarni uyg'unlikda rivojlantirish bizga ruhan sog'lom, ma'naviy boy va intellektual jihatdan barkamol avlodni yetishtirish imkonini beradi. Har bir yosh inson qalbida musiqaga bo'lgan muhabbatni uyg'otish – bu uning hayot yo'lini yorituvchi nur baxsh etish demakdir. Kelajak avlodning tarbiyasi bevosita ularning qanday musiqqa tinglayotgani va bu san'atdan qanday ma'naviy ozuqa olayotganiga bog'liqdir.

Xulosa Musiqqa pedagogikasi va terapiyasi yoshlar tarbiyasida shunchaki qo'shimcha vosita emas, balki fundamental ahamiyatga ega bo'lgan metodologiyadir. Tadqiqotlar shuni ko'rsatadiki, musiqqa orqali yoshlarning emotsional intellektini rivojlantirish, ularni ijtimoiy hayotga moslashtirish va ma'naviy dunyosini boyitish mumkin. Musiqqa pedagogikasi yoshlarda intizom, kreativlik va estetik didni shakllantirsa, musiqqa terapiyasi ularning ruhiy muvozanatini saqlashga va stressdan xalos bo'lishga yordam beradi. Ta'lim tizimida ushbu ikki yo'nalishning o'zaro integratsiyalashuvi barkamol avlodni tarbiyalashning eng samarali yo'llaridan biri bo'lib xizmat qiladi. Kelajakda musiqqa terapiyasi elementlarini maktab va oliy ta'lim o'quv dasturlariga yanada kengroq joriy etish yoshlarning psixologik salomatligini mustahkamlashda muhim qadam bo'ladi.

The skill of the teacher also plays an important role in education through music. A modern music teacher must be not only a musicologist, but also a strong psychologist. He must be able to feel the mental state of each student and select the appropriate musical material for him. For example, calm, lyrical works are recommended for overly excitable and hyperactive youth, while, on the



contrary, it is advisable to use lively and rhythmic music to activate passive and timid youth. Such an approach turns the lesson process from dry theory into a real-life experience. Developing creativity in music pedagogy is the key to unlocking the creative potential of young people. Improvisation lessons teach young people to break away from standard patterns, make independent decisions, and express themselves. This creates the foundation for their success in any field in the future. In the age of digital technologies, young people are increasingly exposed to various low-quality, noisy music typical of "mass culture". Such music exhausts the human psyche and creates a spiritual void in it. Therefore, the task of music pedagogy is to form "musical immunity" in young people. This immunity helps young people distinguish a real work of art from a fake, and receive high aesthetic pleasure. Music therapy, on the other hand, performs the function of restoring (rehabilitating) the psyche after such negative influences. Music pedagogy also plays a great role in working with young people who are prone to delinquency in society. Many social experiments have proven that young people who are engaged in art have a sharp decrease in their tendency to crime or harmful habits. Music symbolizes the beauty of life and the value of human relationships for them. It should also be noted that music pedagogy and therapy are also very effective tools in inclusive education. For young people with disabilities, music can be the only and most convenient language of communication with the world. Through music, they forget about their physical or mental limitations and feel that they are full members of society. This process increases young people's self-confidence and increases their interest in life. Music pedagogy and therapy should be an integral part of youth education. The harmonious development of these areas allows us to raise a spiritually healthy, spiritually rich and intellectually mature generation. Awakening a love of music in the heart of every young person means giving light to illuminate their life path. The upbringing of the future generation directly depends on what kind of music they listen to and what spiritual nourishment they receive from this art.

Conclusion Music pedagogy and therapy is not just an additional tool in youth education, but a methodology of fundamental importance. Research shows that through music, it is possible to develop the emotional intelligence of young people, adapt them to social life, and enrich their spiritual world. While music pedagogy develops discipline, creativity, and aesthetic taste in young people, music therapy helps them maintain mental balance and relieve stress. The integration of these two areas in the education system is one of the most effective ways to raise a harmonious generation. In the future, the wider introduction of music therapy elements into school and higher education curricula will be an important step in strengthening the psychological health of young people.

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