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TECHNOLOGIES FOR TEACHING FOLKLORE SONGS TO PRIMARY SCHOOL-AGE CHILDREN

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Annotation. This article discusses the pedagogical technologies and methodological approaches used in teaching folklore songs to primary school-age children. It highlights the importance of folk musical heritage in developing students' aesthetic taste, creative thinking, musical perception, and respect for national values. The article analyzes the scientific views of researchers on the role of folklore in children's musical education and emphasizes the effectiveness of interactive methods, game-based learning, dramatization, visual-auditory technologies, and creative activities. The integration of traditional folk music with modern educational technologies is considered an important factor in improving students' musical abilities, cultural awareness, and creative performance skills.

Keywords: folklore songs, primary school-age children, music education, folk musical heritage, pedagogical technologies, interactive methods, creative thinking, aesthetic education, musical perception, national values, performance skills.

In today's era of globalization, educating the younger generation based on national values, examples of oral folk creativity, and cultural heritage is considered one of the priority directions of the education system. In particular, folklore songs have significant pedagogical potential in developing aesthetic taste, creative thinking, musical perception, and awareness of national identity among primary school-age children. Since folk songs embody the historical experience, traditions, spiritual views, and educational ideas of the people, they serve as an effective means of upbringing in the primary education process. Primary school age is a period when children's emotional development, creative abilities, and musical imagination are actively formed. Therefore, organizing the process of teaching folklore songs at this stage on the basis of modern pedagogical technologies is of great importance. The use of game-based technologies, interactive methods, creative tasks, dramatization, musical-movement activities, and information and communication technologies helps children deeply understand the content of songs and develop their performance skills.

Taking into account children's age characteristics, vocal abilities, listening skills, and musical interests in the process of teaching folklore songs increases the effectiveness of education. In particular, the simple melodies, repetitive rhythmic structures, and imagery found in folk songs enable young learners to perceive music more easily and perform it creatively. In this process, the teacher's innovative approach, methodological competence, and properly selected educational technologies play an important role. From this perspective, improving modern technologies for teaching folklore songs to primary school-age children, effectively using folk musical heritage in the educational process, and developing students' national and cultural competencies are among the important tasks of contemporary pedagogical science.

Folklore songs are an important cultural phenomenon that transmit the historical memory, national values, aesthetic views, and educational experiences of the people from generation to generation. Folk musical creativity is considered an effective pedagogical tool for enriching a child's spiritual world, developing artistic and aesthetic thinking, speech culture, and creative abilities. In particular, folklore songs play an essential role in developing musical perception, auditory memory, rhythmic sense, and performance skills among primary school-age children.

The scientific and theoretical foundations of folklore and folk musical heritage have been studied by many scholars. Significant scientific research on the historical development, genre characteristics, and educational potential of Uzbek folk music and folklore has been carried out by such scholars as Yunus Rajabiy, Fayzulla Karomatov, To'xtasin G'ofurbekov, and Otaniyoz Matyoqubov. Their studies extensively explored the melodic structure of folk songs, performance traditions, their role in national education, and their importance in the spiritual development of the younger generation. In particular, Yunus Rajabiy made a great contribution through his scientific and practical activities to collecting, systematizing, and preserving folk melodies and songs for future generations. According to his views, folk music is an important source that shapes a person's spiritual world, national thinking, and aesthetic perception. Therefore, encouraging children's interest in national musical examples from an early age is of particular importance for their cultural development.

Issues related to children's musical development and the use of music as an educational tool have also been studied by foreign pedagogical and psychological researchers. In particular, Lev Vygotsky scientifically justified the role of the social environment and cultural tools in a child's development and emphasized that art and creative activities contribute to the development of children's thinking processes. According to his cultural-historical theory of development, a child develops as a personality by mastering the cultural values created by society. Furthermore, Boris Teplov studied the psychological foundations of musical abilities and scientifically proved the necessity of developing musical hearing, sense of rhythm, and emotional perception in children from an early age. According to his views, music education develops not only performance skills but also contributes to the overall intellectual and emotional development of a child.

The approach developed by Zoltán Kodály holds a special place in music education methodology. In Kodály's concept, the use of folk songs in teaching music to children is considered the most natural and effective method. The scholar emphasized that a child's first musical experience should be formed through folk songs in their native language. This approach is still widely used in modern music pedagogy today. In the process of teaching folklore songs to primary school-age children, modern pedagogical technologies — including interactive methods, game-based learning, creative activities, dramatization, and the integration of listening and performance activities — play an important role. This is because children of this age acquire knowledge mainly through imaginative perception, movement, and emotional experience. Therefore, combining traditional performance methods with innovative approaches in teaching folklore songs makes it possible to organize students' musical and aesthetic development more effectively. Thus, the analysis of scientific studies shows that folklore songs are an important pedagogical tool for educating primary school-age children in the spirit of respect for national values, as well as for developing their creative thinking, musical culture, and personal qualities.

The process of effectively teaching folklore songs to primary school-age children should be organized on the basis of specially selected pedagogical technologies, a step-by-step system of lessons, and methods focused on creative activity. The main purpose of this process is not only to

ensure that students memorize the lyrics and melody of a song, but also to help them understand its meaning, perceive artistic images, and gain experience in creative performance.

At the initial stage of teaching folklore songs, the use of the "Listening – Understanding – Performing – Creative Expression" technology provides effective results. In the first stage of this technology, students are given tasks aimed at identifying the melody, character, and mood of a song. For example, after listening to a song, questions such as "What mood does this melody express?" and "How do you imagine the event or image described in the song?" help activate children's musical perception. In the next stage, students are involved in the process of performing the song, expressing it through movements, and interpreting it independently.

Game-based methods play an important role in mastering folklore songs in primary classes. In particular, exercises such as "Continue the Melody," "Find the Tune," "Repeat the Rhythm," and "Bring the Song Character to Life" develop students' auditory memory, rhythmic sensitivity, and performance abilities. In such activities, children participate not only as listeners but also as active participants in the learning process. Another effective method of teaching folklore songs is dramatization technology. Through this approach, students take on roles related to the content of the song and incorporate elements of national traditions, folk games, and movements into the performance process. For example, performing seasonal songs, ceremonial songs, or examples of children's folklore through small theatrical performances helps develop teamwork skills, speech activity, and creative approaches among students.

The use of visual-auditory technologies is also one of the important methodological approaches in modern music education. The use of audio recordings, sounds of national musical instruments, video materials, and multimedia tools during the process of teaching songs increases children's interest in the topic. For instance, listening to the sounds of traditional instruments such as the doira, dutar, and other folk instruments helps students better understand the characteristics of national melodies.

The use of the "Learning through Creative Tasks" method in practical lessons is also highly effective. In this process, students are assigned tasks such as drawing pictures related to a song, creating rhythmic movements, composing short stories based on the song's content, or suggesting new forms of performance. As a result, not only students' musical skills but also their independent thinking and creative abilities are developed.

A differentiated approach is also important in teaching folklore songs. Students' vocal range, musical preparation, and individual abilities should be taken into account, and both group and individual exercises should be organized. In this process, vocal training exercises, breath control, correct pronunciation, and ensemble singing skills are gradually developed. Music lessons organized on the basis of these methodological approaches contribute to the conscious mastery of folklore songs among primary school-age children, increase their interest in national music, and support the formation of creative performance competencies.

In conclusion, the process of teaching folklore songs to primary school-age children is an important pedagogical process that serves not only to develop musical knowledge and performance skills but also to foster students' respect for national values, aesthetic worldview, and creative thinking. The educational content embodied in folk songs has a positive influence on children's spiritual development, emotional growth, and social adaptation. The analysis of research shows that the use of methods appropriate to children's age and psychological characteristics in teaching folklore songs increases the effectiveness of education. In particular, interactive activities, musical games, dramatization, creative tasks, and the application of modern information technologies enable students to consciously master songs and develop their musical abilities. The effectiveness

of teaching folklore examples in primary education depends on the teacher's methodological approach, the suitability of selected songs to children's age characteristics, and the creative organization of lessons. Therefore, integrating folk musical heritage with modern pedagogical technologies serves as an important factor in developing students' musical and aesthetic competencies.

Thus, improving technologies for teaching folklore songs to primary school-age children is considered one of the effective directions for preserving national musical culture, instilling the rich traditions of folk creativity into the minds of the younger generation, and educating a well-rounded personality.

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