



## SCIENTIFIC PEDAGOGICAL FOUNDATIONS OF TEACHING FOLK SONGS IN THE AESTHETIC EDUCATION OF STUDENTS IN GENERAL SECONDARY SCHOOLS

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**Abstract:** Folk songs are invaluable in the aesthetic education of students, serving as a means to connect them with cultural heritage and enhance their emotional, intellectual, and artistic growth. This article explores the scientific and pedagogical foundations of integrating folk songs into the curriculum of general secondary schools. It highlights their role in fostering cultural identity, emotional intelligence, and collaborative skills among students. The study also examines effective pedagogical approaches, including contextual learning, active participation, and technological integration, alongside the pivotal role of teachers in this process.

**Keywords:** folk songs, aesthetic education, cultural heritage, pedagogy, general secondary schools.

Folk songs hold a significant place in the cultural and educational fabric of any society, serving as a bridge between generations and a repository of cultural values and traditions. In the context of general secondary schools, the integration of folk songs into aesthetic education can play a pivotal role in fostering students' cultural awareness, creativity, and appreciation for artistic heritage. This article examines the scientific and pedagogical foundations for teaching folk songs within the framework of aesthetic education, highlighting their importance, methodological approaches, and impact on students' development. Folk songs are a rich source of cultural expression, encapsulating the collective emotions, values, and experiences of a community. Their integration into the school curriculum offers students a unique opportunity to engage with their cultural heritage, developing a sense of identity and belonging. As a form of artistic expression, folk songs stimulate students' emotional intelligence and aesthetic sensibility, enabling them to appreciate the beauty of music and the deeper meanings embedded within it. The teaching of folk songs also serves broader educational purposes. It contributes to the holistic development of students by nurturing their emotional, intellectual, and social faculties. Through the melodic and lyrical elements of folk songs, students can explore themes such as love, nature, patriotism, and resilience, gaining insights into human experiences and cultural diversity. Moreover, folk songs provide a foundation for interdisciplinary learning, connecting music with history, literature, and social studies.

**Pedagogical Approaches to Teaching Folk Songs.** Effective integration of folk songs into the aesthetic education of students requires a well-structured pedagogical approach that aligns with the principles of modern education. One of the fundamental principles is **contextual learning**, which emphasizes the importance of teaching folk songs in a manner that connects them to the students' cultural and historical background. This approach enhances the relevance of the learning experience, making it more engaging and meaningful. Another key pedagogical strategy is the use of **active learning methods**, such as group singing, role-playing, and creative composition. These methods encourage active participation, fostering students' creativity and collaborative skills. For instance, students can be guided to perform folk songs in ensembles or adapt traditional melodies to contemporary themes, enabling them to reinterpret and internalize the cultural messages conveyed by these songs. The integration of technology also offers innovative opportunities for teaching folk songs. Digital tools and platforms can be used to access and share recordings, lyrics, and historical contexts of folk songs, making the learning process more interactive and

resourceful. Virtual performances and collaborations can further enhance students' engagement, allowing them to connect with peers and musicians from diverse backgrounds.

**The Role of Teachers in Folk Song Education.** Teachers play a crucial role in the successful implementation of folk song education. They act as mediators between the cultural content and the students, ensuring that the teaching process is both informative and inspiring. To fulfill this role effectively, teachers must possess a deep understanding of the cultural and musical aspects of folk songs, as well as the pedagogical skills to convey this knowledge to students. Professional development programs and workshops can equip teachers with the necessary skills and resources for teaching folk songs. These programs can provide insights into the history, structure, and performance techniques of folk songs, as well as strategies for integrating them into the school curriculum. Teachers can also collaborate with cultural practitioners, such as folk musicians and ethnomusicologists, to enrich their knowledge and teaching methods.

**Impact on Students' Aesthetic and Personal Development.** The inclusion of folk songs in aesthetic education has a profound impact on students' personal and aesthetic development. Firstly, it enhances their musical literacy, enabling them to recognize and appreciate various musical forms, styles, and traditions. Through the study of folk songs, students develop a deeper understanding of rhythm, melody, harmony, and lyrical composition, which are essential elements of musical education. Secondly, the emotional and thematic content of folk songs fosters students' emotional intelligence and empathy. By engaging with songs that express universal human emotions and experiences, students learn to relate to others' perspectives and feelings. This emotional engagement also contributes to their overall well-being, providing an outlet for self-expression and stress relief.

**Conclusion.** The scientific and pedagogical foundations of teaching folk songs in general secondary schools underscore their significance in the aesthetic education of students. By engaging with the cultural and artistic dimensions of folk songs, students can develop a deeper appreciation for their heritage, as well as their emotional, social, and intellectual capacities. Teachers, as facilitators of this process, must adopt innovative and context-sensitive approaches to make folk song education both meaningful and enjoyable. With adequate support and resources, the integration of folk songs into the school curriculum can serve as a powerful tool for enriching students' aesthetic experiences and nurturing their overall development.

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