

PEDAGOGICAL CONDITIONS FOR TEACHING FOLK SONGS IN THE AESTHETIC EDUCATION OF STUDENTS

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Abstract: Teaching folk songs in the aesthetic education of students fosters cultural awareness, emotional intelligence, and artistic development. This article explores key pedagogical conditions necessary for effective instruction, including creating a supportive environment, contextualizing songs, employing active and creative methods, integrating technology, and ensuring teacher preparedness. Community engagement and interdisciplinary approaches further enhance the learning experience. Despite challenges such as diminishing interest and limited resources, innovative strategies can revitalize the role of folk songs in education. The findings emphasize their significance in nurturing students' holistic growth and sustaining cultural heritage through aesthetic learning.

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

Folk songs are a profound medium through which cultural traditions, values, and aesthetics are passed down through generations. In educational settings, particularly within general secondary schools, teaching folk songs offers a pathway to nurture students' appreciation for their heritage and develop their artistic and emotional faculties. The success of integrating folk songs into aesthetic education depends on specific pedagogical conditions. These conditions ensure that teaching methods align with the goals of cultural preservation, artistic development, and holistic student growth. Folk songs are an embodiment of the collective memory and artistic spirit of a culture. Their lyrics and melodies often reflect the socio-historical realities, emotional landscapes, and philosophical outlooks of the communities from which they originate. By teaching folk songs, educators can immerse students in the richness of their cultural heritage, fostering a sense of identity and pride. Furthermore, folk songs serve as an artistic tool for developing students' musical literacy, emotional intelligence, and aesthetic sensibility. Aesthetic education, which aims to cultivate an appreciation for beauty and art, finds a natural complement in folk songs. The simple yet profound melodies and lyrics of these songs engage both the intellect and emotions, offering students a comprehensive artistic experience. This makes folk songs an effective medium for teaching concepts of rhythm, melody, harmony, and storytelling, as well as for instilling moral and ethical values.

When the above pedagogical conditions are met, the teaching of folk songs yields numerous benefits for students. Firstly, it enhances their cultural awareness and identity, fostering pride in their heritage. Secondly, it develops their musical and artistic skills, including an understanding of rhythm, melody, and lyrical expression. Thirdly, it cultivates emotional intelligence and empathy, as students engage with the universal themes of folk songs, such as love, struggle, and resilience. Finally, folk song education promotes social cohesion and teamwork through group activities, performances, and collaborative projects. Despite its potential, teaching folk songs in schools faces challenges such as diminishing interest in traditional music among younger generations and a lack of resources or trained educators. To overcome these obstacles, schools should adopt innovative approaches, such as blending folk songs with contemporary music styles or using multimedia tools to enhance their appeal. Providing teachers with adequate training and resources is equally important. Governments and cultural organizations can support these efforts by funding programs that preserve and promote folk music education.

By fostering a supportive environment, employing active and contextual methods, utilizing technology, and ensuring teacher preparedness, schools can effectively integrate folk songs into their curricula. This not only enriches students' aesthetic education but also nurtures their cultural identity, emotional intelligence, and artistic abilities. With sustained effort and innovation, folk songs can remain a vibrant part of students' educational journeys, inspiring a lifelong appreciation for their cultural heritage.

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