

MUSIC EDUCATION AS THE SUBJECT OF SPIRITUALITY EDUCATION

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The modern world is characterised by contradictory processes occurring in all spheres of society and is not always realised in positive creativity. The situation is complicated by the growing spiritual crisis, manifested in behaviour or actions determined by its usefulness, the elevation of material needs to the rank of higher human needs than spiritual ones.

The search for ways and means out of such a contradictory situation lies in the development of spirituality. All this is directly linked to the system of education and upbringing of people, the formation of their high spirituality, which is an integrated set of ideas, ideals, images and feelings, focused on the values of the sublime and beautiful, true and righteous-creative. Therefore, it is very important to find a way and help each person to form his personal spirituality.

Spirituality education is especially necessary to be implemented from an early age, since the property of spirituality in these years is the most stable and persists for a long time, determining the spiritual and moral aspect of a person for almost his entire life.

Music occupies a special place among the factors of spirituality education of students in the system of general education. As a phenomenon ideal in its essential nature, and in its ontological givenness a reflection of the authenticity of feelings and the intimacy of being, it has the potential of a huge pedagogical impact on human spirituality.

The aim of the study is to consider music education as a subject of spiritual identity education.

Material and methods. The material of the article was the scientific literature sources. The following research methods were used: analysis, generalization, systematization.

Results and discussion. Music brings beauty to the earthly world, there is a kind of juxtaposition of the ideal and the real, and this helps to deepen awareness of ways to establish spirituality and to raise concerns about moral issues.

The importance of music in nurturing the spiritual element in the personality was recognized by the creators of musical art themselves. Italian Renaissance composer and music theorist Giuseppe Zarlino argued that music is capable of expressing universal harmony, both global and human. Handel wanted his music not just to be enjoyable, but also to make people better.

The spiritual and moral impact of music, its ability to ennoble a person wrote experts in the field of music pedagogy – L.A. Barenboim, A.B. Goldenweiser and G.G. Neuhaus, theorists and methodologists in the field of music education - B.V. Asafiev, O.A. Apraksina and B.L. Yavorsky [1].

J.A. Comenius considered music education as an effective means of formation of spirituality of the growing personality, pointed out the need of familiarization with national music already in "Mother's school" and proposed the compulsory inclusion of music in the program of all four levels of education. Montesquieu noted the ability of music to awaken all feelings and soften morals, thanks to the ability to evoke feelings of gentleness, compassion and tenderness. D. Hume emphasized the important role of art and especially music in the education of moral perceptions and feelings.

According to G.W.F. Hegel, sensual images and sounds appear in art not only for their own sake and their direct manifestation, but in order to satisfy higher spiritual interests in this form, as they possess the capacity to arouse and touch all depths of consciousness and to evoke

their response in the soul. Kant saw in the process of communicating with art an important moment – the exceeding of one's own possibilities. He drew attention to the stimulation by a work of art of the spiritual growth of the individual, arising as a result of full perception of a musical work and penetration into its essence. The musical ability, in general, directly and directly linked to the mind – the legislator of morality, helps to elevate people and reveal their spiritual essence. The meaning generated by music is not to indefinitely satisfy its empirical desires, but to reveal its potencies and, if possible, in as many ways as possible.

Music in general education is the foundation of the process of spirituality education. The knowledge and skills acquired through music lessons become a personal spiritual asset that becomes the basis for spiritual growth and self-affirmation. Music as a subject in the system of general education can and should be more widely used for the purpose of spirituality education of preschool children.

Formation of a personality – the process of development and formation of the personality under the influence of external influences of the social environment, education, training, purposeful development of the personality or any of its aspects, qualities under the influence of education and training, the process of becoming the subject and object of social relations. Behind the process of development there is usually growth, something living, and the process of development is a qualitative change, the emergence of new, in this sense improvement. In shaping it, one does not look at whether it is alive or not, and simply influences it until it takes a certain form, conforms to certain tasks.

The educational role of music is to form a humane attitude towards the world, to assign to the personality the emotional basis of eternal human values – love, beauty, kindness, human dignity, love of life. Music is a subject and source of spiritual communication and improvement [2].

In this way, music in our lives is a living knowledge and representation of the self, a journey towards the self and the discovery of the self in the self. It signifies a continuous process of self-creation and self-creation. It provides exceptional opportunities for "broadening" consciousness, "enriching the meaning of communication"; it creates the preconditions for an awareness of the process of reflection on one's own soul and spiritual potencies. One can say that a personality who feels music has a deep and subtle sense of the world, is able to see the beautiful, majestic in the surrounding life and hear the world in all its diversity.

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2. Rakhimov, R.N. Music as a science for the formation of personality and the basis of organization of musical education and upbringing / R.N. Rakhimov // Science and Education, April, 2022. – P. 1588-1592.

ФОРМИРОВАНИЕ ПРЕДПРОФЕССИОНАЛЬНЫХ НАВЫКОВ УЧАЩИХСЯ В ВОСКРЕСНОЙ ШКОЛЕ НА ОСНОВЕ ИЗУЧЕНИЯ НАТУРАЛЬНЫХ ПИГМЕНТОВ (ИКОНОПИСЬ)

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Современное художественное образование претерпевает большие изменения. В связи с новыми условиями возникают новые требования и ресурсы. Особое внимание уделяется преемственности поколений, передача профессионального опыта из поколения