

VALUE-BASED APPROACH TO THE FORMATION OF STUDENTS' MUSICAL TASTE

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Abstract: In the context of modern education, the formation of students' musical taste is considered an essential component of their aesthetic and spiritual development. This article explores the theoretical foundations of developing students' musical taste based on the axiological approach, which emphasizes values as the core element of the educational process. The study analyzes the concepts of axiology, musical taste, and value-oriented education, highlighting their interrelation within music pedagogy. Particular attention is paid to the role of musical art as a carrier of national and universal values and its influence on students' emotional, cognitive, and moral spheres. The article substantiates the pedagogical potential of the axiological approach in shaping students' conscious attitudes toward musical works, enhancing their ability to perceive, evaluate, and internalize aesthetic values. Theoretical analysis of philosophical, pedagogical, and musicological sources demonstrates that an axiological orientation in music education creates favorable conditions for the development of students' musical taste as a stable personal quality. The findings of this study may serve as a theoretical basis for further methodological and empirical research in music education.

Keywords: axiology, axiological approach, musical taste, music education, aesthetic education, value-oriented learning.

Introduction

The rapid transformation of contemporary society has led to a reassessment of educational priorities, placing greater emphasis on the formation of value-based orientations in students. In this regard, music education plays a significant role, as musical art possesses a powerful capacity to influence the emotional, moral, and aesthetic development of learners. One of the key objectives of music education is the development of musical taste, which reflects a learner's ability to perceive, understand, and evaluate musical works from an aesthetic and value-based perspective.

Modern pedagogical research increasingly highlights the importance of the axiological approach in education. This approach focuses on values as fundamental determinants of human behavior and consciousness. Applying the axiological approach to music education allows educators to view musical taste not merely as a set of skills or preferences, but as a value-oriented personal quality shaped through meaningful interaction with musical art.

The relevance of this study lies in the need to theoretically substantiate the role of the axiological approach in developing students' musical taste. Despite the growing interest in value-based education, the theoretical foundations of axiological orientation in music pedagogy require further clarification and systematization. Therefore, this article aims to analyze the theoretical aspects of developing students' musical taste based on the axiological approach.

The Concept of Axiology and the Axiological Approach in Education

Axiology, as a philosophical discipline, studies the nature, structure, and significance of values in human life. Values serve as guiding principles that shape individuals' worldviews, motivations, and behaviors. In the educational context, axiology provides a framework for understanding how values are transmitted, internalized, and manifested through learning processes.

The axiological approach in education emphasizes the priority of value formation alongside knowledge and skills acquisition. According to this approach, education should foster students' awareness of cultural, moral, aesthetic, and spiritual values, enabling them to make conscious and responsible choices. Scholars note that value-oriented education contributes to the holistic development of learners by integrating cognitive, emotional, and moral dimensions.

In music education, the axiological approach allows teachers to focus on the value content of musical works, encouraging students to reflect on their emotional and cultural significance. This approach transforms music lessons into a space for value-based dialogue, where students learn to interpret musical meanings and relate them to their personal experiences and social contexts.

Musical Taste as a Pedagogical and Aesthetic Category

Musical taste is a complex and multifaceted phenomenon that encompasses an individual's preferences, judgments, and evaluative attitudes toward music. From a pedagogical perspective, musical taste is not innate but develops gradually through systematic exposure to musical art and guided educational experiences.

Researchers define musical taste as the ability to perceive musical works aesthetically, distinguish artistic quality, and form reasoned judgments based on emotional and intellectual engagement. Musical taste reflects both subjective preferences and objective criteria rooted in cultural and artistic traditions.

The development of musical taste is closely linked to aesthetic education, which aims to cultivate sensitivity to beauty, harmony, and artistic expression. Music, as a form of art, serves as an effective means of aesthetic education due to its emotional impact and symbolic nature. However, without a value-based orientation, students' musical preferences may remain

superficial and influenced by mass culture rather than artistic merit.

Therefore, integrating the axiological approach into music education is essential for fostering a deep and conscious musical taste that aligns with cultural and universal aesthetic values.

The Role of Musical Art in Value Formation

Musical art functions as a powerful carrier of values, reflecting the cultural, historical, and spiritual heritage of society. Through musical works, students encounter representations of national identity, moral ideals, and universal human emotions. This encounter facilitates the internalization of values and contributes to personal growth.

From an axiological perspective, the educational potential of music lies in its ability to evoke emotional responses and stimulate reflection. When students engage with music thoughtfully, they develop an appreciation for artistic expression and learn to evaluate musical content based on aesthetic and ethical criteria.

Moreover, music education grounded in values promotes the development of empathy, emotional intelligence, and moral sensitivity. By analyzing the value content of musical works, students learn to recognize the significance of artistic creativity and its impact on human experience.

Axiological Foundations of Developing Students' Musical Taste

The axiological foundations of developing students' musical taste involve creating pedagogical conditions that prioritize value awareness and reflection. This includes selecting high-quality musical repertoire, organizing meaningful listening and discussion activities, and encouraging students to express their aesthetic judgments.

An axiological approach to musical taste development emphasizes the following principles:

- recognition of music as a cultural and value-laden phenomenon;
- integration of emotional and cognitive engagement with musical works;
- orientation toward national and universal aesthetic values;
- active participation of students in evaluative and reflective processes.

Theoretical analysis indicates that when music education is structured around these principles, students develop a stable and conscious musical taste. This taste becomes an integral part of their value system and influences their cultural behavior and artistic preferences.

Conclusion

The theoretical analysis presented in this article demonstrates that the axiological approach provides a solid foundation for developing students' musical taste. By emphasizing values as central elements of music education, this approach enhances students' ability to perceive, evaluate, and internalize the aesthetic significance of musical works.

Musical taste, viewed through the lens of axiology, emerges as a value-oriented personal quality that reflects students' aesthetic consciousness and cultural identity. The findings suggest that integrating the axiological approach into music education contributes to the holistic development of learners and strengthens the educational potential of musical art.

Future research may focus on the methodological implementation of the axiological approach and empirical assessment of its effectiveness in different educational contexts.

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