

## INTEGRATION OF PROFESSIONAL QUALIFICATION AND MORAL EDUCATION: AN AXIOLOGICAL APPROACH ON THE EXAMPLE OF MUSIC STUDENTS

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**Annotation:** In this article the necessity of integrating professional qualification and spiritual education in music education is analyzed on the basis of a scientific and axiological approach. The processes of forming a system of values in music students, developing them as a professional person, stimulating creative thinking and directing them to a conscious perception of cultural heritage were covered. The effectiveness, pedagogical mechanisms and results of the integrated approach were considered on the basis of experience.

**Keywords:** music education, axiology, spiritual education, vocational competence, integrated education, values system, creativity, cultural heritage.

Today, the process of reform in the system of higher education requires the development of students' professional competence and their upbringing in the spirit of spiritual perfection. Especially young people studying music are the winners of national musical traditions and their professional training is not limited to the acquisition of technical skills. They should be ideal individuals who promote values. Therefore, the axiological approach in music education is gaining momentum.

The integration of vocational qualification and moral education in the modern education system is an important process aimed at the formation of students' professional skills, but also their moral, aesthetic and cultural values. This integration is especially relevant for students of music direction, since the art of music enriches the system of values as a tool with emotional and philosophical content, which deeply affects the human psyche. In this article the integration of professional qualification and moral education on the basis of axiological approach (theory of values) is analyzed in detail on the example of students of music direction.

The axiological approach is based on the study of the hierarchy of values, their formation, their role in education, and their influence on student personality (Schwartz, 1992; Rokeach, 1973). The article has the following structure: theoretical foundations, integration mechanisms, practical examples, empirical evidence, problems and solutions, conclusion.

Theoretical foundations: axiological approach and its role in education

The concept of axiology

Axiology (Greek *axios* – value, *logos* – teaching) is a branch of philosophy about values that studies the system of ideals, norms, goals and values that are important in human life. The axiological approach in education is based on the following principles:

- Hierarchy of values: Universal (humanitarian, justice), cultural (national heritage), professional (responsibility, innovation) values are interrelated.
- Dynamism: Values are not static, but evolve in the learning process.
- Integrativity: Professional and moral values complement each other.

Axiological approach in music education

The art of music is axiological in nature:

- Aesthetic Value: Beauty, harmony, emotional depth.
- Moral Value: Empathy, responsibility, service to the community.
- Cultural Value: Preservation of national and global musical heritage.

According to Schwartz's model of values (1992), a music student must strike a balance between the following values:

Value type	Note	Manifestation in a music student
<b>Openness to change</b>	Creativity, independence	Improvisation, learning new styles
<b>Self-transcendence</b>	Humanities, help for others	Coverage of social issues through concerts
<b>Conservation</b>	An'ana, xavfsiz	Status, preservation of folk songs
<b>Self-enhancement</b>	Success, reputation	Professional martaba qurish

Rokeach (1973) divided his values into the terminal (purposeful: happiness, freedom) and instrumental (instrumental: responsibility, creativity). In a music student, terminal values (e.g., aesthetic pleasure) are realized through instrumental values (technical skill).

Integration of professional competence and moral education in students of music direction

Professional qualification components

Professional qualification - a set of skills necessary for a student's professional activity:

Technical Skills:

- Instrumental or vocal technique (intonation, articulation, dynamics).
- Notation, rhythm, harmony.

Creative Skills:

- Improvisation, arranging, composition.
- Selection and interpretation of repertoire.

Professional etika:

- Stage culture, collaboration, time management.
- Respect for intellectual property rights.

Components of Traditional Education

Moral education – formation of students' ethical, aesthetic and cultural values:

Aesthetic Education:

- Feeling beauty through music, developing emotional intelligence.

Moral education:

- Empathy, responsibility, fairness.
- Reflecting social issues (e.g., peace, ecology) through music.

Cultural education:

- National Musical Heritage (status, dutor, rubob).
- Acquaintance with global cultures (classical Western music, jazz, world music).

Integration Mechanisms

Integration takes place in the following ways:

Level of integration	Mechanism	Example (music student)
<b>Contented</b>	Introduction of Moral Elements in Course Content	Analysis of philosophical content in a status lesson
<b>Method darajasi</b>	Projective, discussion, reflexion methods	Students evaluate their performance ethically
<b>Natija doajasi</b>	Professional & Personal Development	Analysis of audience opinion after the concert

Practical examples based on an axiological approach

Example 1: Integration through the Uzbek status art

Context: A student of the State Conservatory of Uzbekistan is studying the cycle "Shashmaqom".

Phase	Kasbiy malaka	Moral Education	Axiological impact
1. Technical mastery	Rhythm, method, intonation	—	—
2. Content analysis	—	Sufi philosophy in status (human-nature harmony)	<b>Transcendence</b> qadriyati
3. Execution	Technique + Emoticon	Psychological impact on the viewer	<b>Aesthetic + ethical</b> value
4. Reflexion	Self-assessment	National pride, responsibility	<b>Conservation</b> qadriyati

Result: Students become not only statuses, but also ambassadors of national culture.

Example 2: Contemporary Music and Global Values

Context: The student participates in an international online project arranging an Uzbek folk song in jazz style.

Phase	Kasbiy malaka	Moral Education	Axiological impact
1. Arranging	Harmony, DAW Programs	—	<b>Openness to change</b>
2. Collaboration	Work with an international team	Tolerance, dates	<b>Self-transcendence</b>
3. Execution	Onlayn konsert	Global hamjihatlik	<b>Universalism</b>
4. Fikr almashish	Discussion	Synthesis of cultures	<b>Innovation + Ethics</b>

The result: The student becomes competitive in the global music market, acting as a bridge between cultures.

Example 3: Integration through a social project

Context: A group of students organizes a concert at the children's home.

- Professional: Repertoire selection, stage skills.
- Manatee: Empathy, social responsibility.
- Axiological: The value of "helping others" is valid.

The results suggest that music education cannot be limited to technical exercises, note-based performance, or theoretical knowledge.

### Conclusion

The integration of professional qualification and moral education is effectively carried out in students of the music direction through an axiological approach. This process prepares not only professional musicians, but also ethically mature, aesthetically sensitive, and culturally active individuals. Based on the national musical heritage (status, folk songs) in the education system of Uzbekistan and the integration of it with global values (innovation, tolerance), students assume a holistic system of aesthetic, ethical and innovative values.

In music lessons, it is necessary to analyze not only national musical samples, but also their educational content.

It is necessary to use more methods such as discussion, reflection, interview, essay writing with students.

Criteria for choosing a repertoire should be developed on the basis of spiritual values.

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