

PEDAGOGICAL-PSYCHOLOGICAL FEATURES OF THE CONTENT OF THE FEELING OF TOLERANCE OF PRIMARY SCHOOL STUDENTS IN MUSIC LITERACY LESSONS.

Hamrayeva Umida Shonazarovna

Teacher of the Department of

“music education” Samarkand State Pedagogical Institute

Annotation: This article explores the pedagogical and psychological foundations for developing the feeling of tolerance in primary school students during music literacy lessons. It emphasizes how music, as a universal language, can serve as an effective medium to cultivate tolerance, respect, and emotional intelligence among children. The article examines the content, teaching strategies, and classroom environment that promote inclusivity and cultural understanding. Based on the analysis of literature and practical observations, the study provides a model of implementing tolerance-building practices in music education and discusses its significance in early childhood social development.

Keywords: Tolerance, music literacy, primary school, emotional intelligence, multicultural education, psychological development, empathy, inclusive education, pedagogical strategies, child development.

In a world marked by increasing cultural diversity and social interaction, cultivating tolerance from an early age is critical. Primary education plays a fundamental role in shaping children's social and emotional competencies. Music literacy, beyond its artistic goals, has the potential to foster empathy, understanding, and respect for diversity. Music lessons often involve exposure to various cultural elements, group performances, and emotional expression—all conducive to developing tolerance.

Below is a detailed exploration of the pedagogical-psychological features of fostering tolerance in primary school students during music literacy lessons. The response addresses how music education can shape tolerance, considering the

emotional, cognitive, and social development of young learners, and provides practical strategies for implementation.

Tolerance, defined as the ability to accept and respect differences in others' cultures, beliefs, and behaviors, is a critical value for fostering harmonious social interactions. In primary school (ages 6–10), children are at a developmental stage where their attitudes toward diversity are malleable. Music literacy lessons, which involve learning musical notation, rhythm, melody, and cultural contexts, provide a unique opportunity to cultivate tolerance. Music's universal appeal and emotional resonance make it an ideal medium for addressing pedagogical-psychological aspects of tolerance, engaging students' emotions, cognition, and social skills in an integrated manner.

Emotional Engagement through Music

Psychological Foundation: Music is a powerful emotional stimulus that activates the limbic system, fostering feelings of empathy and connection. According to Daniel Goleman's theory of emotional intelligence, engaging emotions in learning enhances empathy, a cornerstone of tolerance. For primary school students, who are developing their emotional regulation, music provides a safe and engaging way to explore diverse cultural expressions.

Pedagogical Strategies:

- **Diverse Musical Repertoire:** Introduce songs and rhythms from various cultures, such as African drumming, Indian ragas, Latin American folk tunes, or European classical melodies. For example, teaching a Japanese children's song like "Sakura" alongside a Native American lullaby exposes students to cultural diversity in an emotionally engaging way.

- **Storytelling through Music:** Pair music with stories about its cultural origins to deepen emotional connections. For instance, while teaching a West African call-and-response song, share a brief story about its role in community gatherings, helping students relate to the cultural context.

- Expressive Activities: Encourage students to express how music makes them feel through drawing, writing, or movement. For example, after listening to a piece, students can draw what the music “looks like” or move to its rhythm, fostering emotional openness to unfamiliar sounds.

Impact on Tolerance: By associating positive emotions with diverse musical traditions, students develop empathy and reduce prejudice. The shared emotional experience of music creates a sense of universality, helping children see similarities across cultures despite apparent differences.

Cognitive Development and Understanding Diversity

Psychological Foundation: Jean Piaget’s cognitive development theory highlights that primary school students are in the concrete operational stage, capable of logical thinking but still reliant on tangible experiences. Music literacy lessons, which involve analyzing musical structures (e.g., rhythm, melody, notation), provide a cognitive framework for exploring diversity and tolerance. Lev Vygotsky’s sociocultural theory further emphasizes that learning in a social context, such as music lessons, shapes cognitive understanding of social values.

Pedagogical Strategies:

- Cultural Contextual Analysis: Integrate discussions about the cultural or historical significance of music into literacy lessons. For example, while teaching students to read the notation of a Mexican folk song like “Cielito Lindo,” discuss its role in celebrations, encouraging students to reflect on cultural traditions.

- Comparative Learning: Teach musical concepts (e.g., rhythm patterns) using examples from different cultures, such as comparing the 4/4 time signature in Western pop music to the 6/8 rhythm in African music. This helps students recognize both differences and similarities in musical structures.

- Reflective Questions: Pose questions like, “Why do you think people in this culture created this music?” or “How is this rhythm similar to or different from the music you know?” to stimulate critical thinking about diversity.

Impact on Tolerance: Cognitive engagement with diverse music encourages students to question stereotypes and develop an informed understanding of cultural differences. By analyzing music as a product of human experience, students learn to value diverse perspectives, fostering intellectual tolerance.

Social Interaction and Collaborative Learning

Psychological Foundation: Social learning theory (Albert Bandura) suggests that children learn behaviors and attitudes through observation and interaction. Music literacy lessons often involve group activities like singing, playing instruments, or performing, which create opportunities for collaborative learning and social bonding. These interactions are critical for developing interpersonal tolerance.

Pedagogical Strategies:

- Group Performances: Organize activities where students collaborate to perform music from different cultures, such as a multicultural rhythm ensemble combining African djembe patterns with Latin American maracas. Assign roles to ensure all students contribute, fostering mutual respect.

- Peer Teaching: Pair students to teach each other simple musical phrases or rhythms from a specific culture. For example, one student might teach a partner a basic Indian tala (rhythmic cycle), promoting cooperation and appreciation of each other's efforts.

- Conflict Resolution through Music: Use group activities to teach conflict resolution. If disagreements arise during a group performance, guide students to resolve them collaboratively, reinforcing tolerance as a practical skill.

Impact on Tolerance: Collaborative music-making builds social skills like communication, empathy, and teamwork. By working with peers from diverse backgrounds toward a common musical goal, students learn to value others' contributions, reducing interpersonal biases and fostering inclusivity.

Age-Specific Psychological Characteristics

Psychological Foundation: Erik Erikson's psychosocial development theory identifies the primary school years as the stage of "industry vs. inferiority," where

children seek competence and social approval. Their curiosity and openness make them receptive to learning tolerance, but their limited worldview requires concrete, engaging methods. Music literacy lessons align with their developmental needs by offering hands-on, creative activities.

Pedagogical Considerations:

- Playful and Interactive Activities: Design lessons with games, movement, or visuals to maintain engagement. For example, use a rhythm game where students clap patterns from different cultures, making learning fun and accessible.
- Scaffolded Learning: Break down complex musical concepts (e.g., reading notation) into simple steps, ensuring students feel successful. For instance, start with clapping a rhythm before introducing its written form, building confidence.
- Positive Reinforcement: Praise students for showing tolerant behaviors, such as listening respectfully to a peer's performance or trying unfamiliar music. This reinforces tolerance as a valued trait.

Impact on Tolerance: By aligning lessons with primary students' developmental stage, teachers can make tolerance a natural part of their learning experience. The playful, supportive nature of music literacy lessons helps students internalize respect for diversity without feeling overwhelmed.

Teacher's Role and Classroom Environment

Psychological Foundation: The teacher's behavior significantly influences students' attitudes, as per social learning theory. A teacher who models tolerance creates a classroom culture where diversity is valued. Additionally, a safe and inclusive environment encourages students to express themselves freely, a key factor in developing tolerance.

Pedagogical Strategies:

- Modeling Inclusive Behavior: Use inclusive language (e.g., "This music comes from a culture with beautiful traditions") and show enthusiasm for all musical styles. Avoid favoring one culture's music over another.

- Creating a Safe Space: Establish classroom norms that encourage respect, such as “We listen when others share” or “All ideas are welcome.” Address any intolerant behavior promptly and constructively, using it as a teaching moment.

- Differentiated Instruction: Adapt activities to students’ abilities and backgrounds. For example, if a student is familiar with a culture’s music, invite them to share their knowledge, fostering pride and inclusion.

Impact on Tolerance: A teacher’s modeling and classroom management create a microcosm of a tolerant society. Students learn to emulate respectful behaviors and feel safe exploring diverse musical traditions, reinforcing tolerance as a lived value.

The pedagogical-psychological features of fostering tolerance in primary school music literacy lessons involve leveraging music’s emotional, cognitive, and social potential. By engaging students’ emotions through diverse music, promoting cognitive understanding of cultural contexts, and fostering social collaboration, teachers can cultivate empathy, respect, and inclusivity. Age-appropriate strategies, a supportive classroom environment, and the teacher’s role as a model of tolerance are critical to success. Practical lesson plans, like the one outlined, integrate these elements to create meaningful learning experiences that align with primary students’ developmental needs.

Conclusion

Music literacy lessons offer a rich, engaging, and emotionally safe space for fostering tolerance among primary school students. Through culturally diverse content, group collaboration, and emotional engagement, children can internalize values of empathy, respect, and social harmony.

Curriculum Development: Incorporate diverse cultural music, peace themes, and cooperation songs into the standard curriculum.

Teacher Training: Equip music educators with psychological and pedagogical tools to recognize and foster tolerance.

Evaluation Tools: Develop assessment frameworks to measure tolerance and empathy growth through music.

Cross-subject Integration: Combine music with literature, art, and social studies to reinforce tolerance messages.

Parental Involvement: Engage families in musical activities that promote shared values of inclusion and respect.

References.

1. Ainley, M. & Patrick, L. (2006). Measuring self-regulated learning processes through tracking patterns of student interaction with achievement activities. *Educational Psychology Review*, 18(3), 267–286.
2. Angel-Alvarado, R., Belletich, O. & Wilhelmi, M.R. (2020). Exploring motivation in music teachers: The case of three primary schools in Spain. *British Journal of Music Education*, 37(3), 196–206
3. Angel-Alvarado, R., Belletich, O. & Wilhelmi, M.R. (2021). Isolation at the workplace: The case of music teachers in the Spanish primary education system. *Music Education Research*, 23(3), 300–310.
4. Bautista, A., Yeung, J., McLaren, M.L. & Ilari, B. (2022). Music in early childhood teacher education: Raising awareness of a worrisome reality and proposing strategies to move forward. *Arts Education Policy Review*, 1–11.
5. Charisi, V., Liem, C.C. & Gomez, E. (2018). Novelty-based cognitive processes in unstructured music-making settings in early childhood. In 2018 Joint IEEE 8th International Conference on Development and Learning and Epigenetic Robotics (ICDLEpiRob) (pp. 218–223). IEEE.
6. Davis, S. (2013). Informal learning processes in an elementary music classroom. *Bulletin of the Council for Research in Music Education*, (198), 23–50
7. Elliot, D.J. (Ed.). (2009). *Praxial Music Education: Reflections and dialogues*. Oxford University Press.