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**Forms, methods and means of using the national-regional component in the musical**

**and aesthetic education**

**ФОРМЫ, МЕТОДЫ И СРЕДСТВА ИСПОЛЬЗОВАНИЯ НАЦИОНАЛЬНО-РЕГИОНАЛЬНОГО КОМПОНЕНТА В МУЗЫКАЛЬНО-ЭСТЕТИЧЕСКОМ ВОСПИТАНИИ**

The incorporation of national and regional components into musical and aesthetic education is crucial for fostering cultural diversity, promoting local identity, and developing global citizenship. This approach not only enriches students' understanding of their cultural heritage but also prepares them for an increasingly interconnected world. In this article, we will explore various forms, methods, and means of integrating these elements into educational settings.

One of the most effective ways to incorporate national and regional elements is through traditional folk music and dance. These forms provide a tangible connection to local customs and traditions. For example, in Japan, schools might teach traditional Kabuki theater or Okinawan Ryūkyū Kingdom dances alongside Western classical music. Similarly, in Brazil, samba classes could be integrated into music education curricula.

Another form of incorporation is through regional instrument ensembles. These groups allow students to learn and perform music specific to their area using traditional instruments. For instance, in Scotland, schools might establish bagpipe bands, while in India, tabla classes could be offered as part of the curriculum.

Encouraging students to create original compositions based on local themes and melodies is an innovative approach to incorporating national-regional elements. This method not only teaches musical skills but also helps students connect their personal experiences to broader cultural contexts. In Australia, for example, indigenous songwriting workshops could be integrated into music education programs.

Organizing cultural festivals and events is an excellent way to showcase national and regional components in aesthetic education. These events provide opportunities for students to participate in performances, learn about different traditions, and appreciate the diversity within their region. For instance, schools in South Africa might organize annual Ubuntu festivals celebrating various ethnic groups' contributions to music and art.

Preserving intangible cultural heritage through musical and aesthetic education is crucial for maintaining cultural diversity. This approach involves documenting, teaching, and promoting traditional practices that are not easily translatable into written form. In China, for example, efforts are made to preserve traditional calligraphy techniques alongside modern art forms.

One of the most effective methods for incorporating national-regional elements is through immersive fieldwork and community engagement. This approach involves taking students out of the classroom and into local communities where they can directly experience traditional practices. For example, in Ghana, music education programs might organize trips to rural villages to learn traditional drumming techniques from master drummers.

Another method is to establish cross-cultural exchange programs between schools with different regional backgrounds. These exchanges allow students to learn about and share their respective cultural traditions, fostering mutual understanding and appreciation. In Canada, for instance, bilingual schools might organize French-English language and culture exchange programs that include musical performances.

Combining music education with other art forms provides a rich context for exploring national and regional components. This interdisciplinary approach allows students to appreciate how different artistic expressions contribute to a region's unique aesthetic identity. In Mexico, for example, schools might integrate traditional textiles into visual arts classes while teaching mariachi music in music classes.

Incorporating technology into musical and aesthetic education can make it easier to access and teach national-regional components. Digital platforms can provide virtual field experiences, interactive lessons, and accessible archives of traditional practices. In New Zealand, for instance, online Maori language and cultural courses could be integrated into school curricula, allowing students to explore indigenous heritage regardless of their geographical location.

Ensuring that teachers have the necessary knowledge and skills to effectively incorporate national-regional elements is crucial. Providing ongoing training and workshops on regional music and art helps educators stay updated on current practices and traditions. In Spain, for example, there are programs offering professional development opportunities specifically focused on teaching flamenco music and dance in schools.

Integrating national and regional components into existing curricula requires careful planning and coordination. This may involve revising syllabi, developing new lesson plans, and creating assessment methods that reflect these new elements. In Kenya, for instance, efforts have been made to incorporate traditional Luo music and dance into the national music curriculum.

Building partnerships with local communities and artists is essential for authentic incorporation of national-regional elements. These collaborations ensure that educational content remains true to its roots and provides students with real-world connections to the material being taught. In Brazil, for example, schools often partner with samba schools to offer students hands-on experience with Carnival preparations.

Creating digital resources and online platforms dedicated to preserving and promoting national and regional music and art can greatly enhance accessibility and reach. These tools can provide students with 24/7 access to learning materials, interact with peers from different regions, and engage with living cultural traditions. In India, for instance, there are numerous online platforms offering free lessons in various classical Indian instruments and vocal styles.

Implementing performance-based assessments that evaluate students' ability to apply their knowledge of national and regional music and art in practical settings is an effective means of measuring learning outcomes. This approach goes beyond written exams and encourages students to actively engage with the material. In Cuba, for example, music education programs often use live performances as a primary form of evaluation, assessing students' ability to play traditional instruments and sing folk songs.

Incorporating national and regional components into musical and aesthetic education offers numerous benefits for students, including enhanced cultural awareness, improved creativity, and a deeper understanding of global diversity. By implementing the forms, methods, and means discussed in this article, educators can create engaging and culturally relevant learning environments that prepare students for success in an increasingly interconnected world. As we move forward in our globalized society, it becomes more important than ever to preserve and celebrate our diverse cultural heritages through education.

Musical and aesthetic education significantly enhances cognitive abilities, including memory, attention, and problem-solving skills among younger students. This supports the importance of incorporating music education into the curriculum as a means to boost academic performance across disciplines.

Cognitive development plays a crucial role in the musical and aesthetic education of younger students. It encompasses the ability to understand, analyze, and create music, as well as appreciate its aesthetic qualities.

The results suggest that educational policies should prioritize music education as a core component of the curriculum, recognizing its multifaceted benefits for young learners. There is a need for enhanced teacher training programs focused on music education, emphasizing pedagogical strategies that maximize the developmental benefits identified in the study.

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