

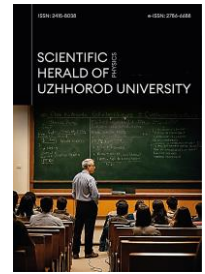
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Formation of students' cognitive and value attitude to folk music

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Abstract

Relevance. The study aimed to examine the processes and mechanisms that contribute to the formation of students' conscious and value-rich attitudes towards folk music in the context of their cultural education and sociocultural environment.

Purpose. This research investigates the impact of folk music on students' cultural education and its role in shaping their cognitive-value attitude towards it.

Methodology. This scientific work employed the analysis method to study the influence of folk music on the formation of the cultural context in Kyrgyzstan. It also utilised generalisation and systematization to investigate the impact of pedagogical activities on students' cognitive-value attitude towards folk music.

Results. The study notes that folk music plays a key role as a cultural channel and reflection of the evolution of society. The results confirm that studying folk music not only preserves cultural heritage but also serves as a means of forming national identity and sociocultural integration. The research revealed that the development of a conscious and value-rich attitude among students towards folk music depends on several aspects. These include educational programs, pedagogical approaches, cultural environments, multimedia resources, and research methods.

Conclusions. The processes and mechanisms studied interact to ensure a deep understanding and appreciation of folk music by students, contributing to the formation of their value-based attitude towards this musical genre. The role of the teacher in this process is significant. Teachers not only impart knowledge but also stimulate respect and love for folk

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traditions through music. Studying folk music in educational institutions helps expand students' repertoires and develop their cultural literacy and creative thinking.

Keywords: creative thinking; cultural values; modern technologies; emotional experience.

Introduction

The study of the formation of cognitive-value attitudes to folk music is an area of active scientific interest because folk music plays a significant role in the formation of cultural identity and self-consciousness of peoples and ethnic groups. This attitude to music not only helps students to become rooted in their culture and respect their traditions but also contributes to their enrichment with cultural knowledge and emotional experience. The study of this is essential to comprehend the students' broad horizons and deep understanding of the art of music as a whole. A cognitive and appreciative attitude towards folk music enriches students' cultural education, helps them understand musical traditions and historical context, and develops their ability to analyse and evaluate artistic expression.

Moreover, the study of the formation of cognitive-value attitudes towards folk music is significant for the development of new theoretical approaches and teaching methods. The study of this topic is also important in terms of expanding the understanding of the influence of music on human behaviour and socio-cultural processes. Understanding how people perceive and appreciate folk music is highly dependent on their cultural context and individual characteristics. However, this context and these preferences are subject to constant change over time and differ between different cultural groups. The study of cognitive-value attitudes towards folk music must consider this dynamism and diversity, which constituted the problem of the study.

G. Polotova [1] and M. Kasey [2] draw attention to various aspects of students' attitudes towards the folk music of Kyrgyzstan. G. Polotova [1] emphasizes the importance of art in the formation of human spiritual wealth, thinking and outlook, as well as its influence on the psycho-physiological process. On the other hand, M. Kasey points out the negative impact of modern Western music on the perception of Kyrgyz folk music by the younger generation. It is important to investigate which specific aspects of folk music arouse the most interest or misunderstanding among students.

Numerous studies conducted by scholars such as C. Schmidt [3], P. Conway and R.B. Markum [4], and K. Eriksson [5], emphasize the importance of learning folk music for the younger generation. C. Schmidt [3] focused on the development of creative thinking through music learning, highlighting this aspect as key in the education process. P. Conway and R.B. Markum [4] emphasized on the importance of young people's access to digital archives of live folk music, which is a necessary step for the preservation and dissemination of this cultural heritage. For his part, K. Eriksson [5] drew attention to the emotional impact of music and its ability to evoke strong feelings of belonging, place, and identity. One important aspect worth further exploring in this study is the impact of folk music on the formation of social ties and communities.

A plethora of studies conducted by scholars such as S. Petrus and R.D. Cohen [6], J. Holzman [7], and S.

Tomlinson [8] highlight the role of folk music in politics and culture. The findings of S. Petrus and R.D. Cohen emphasize the broad influence of folk music on various aspects of public life, including cultural identity and social consciousness. J. Holzman also confirms the importance of folk art, including music, in shaping social values and norms. On the other hand, the study by S. Tomlinson draws attention to the influence of folk music on youth and students. As part of this study, it is also important to examine how folk music influences the formation of political beliefs and the activation of civil society. In addition, it is worth considering the influence of folk music on the processes of globalization and internationalization of culture, as well as its role in the preservation and dissemination of traditions and customs.

The study of the characteristics of higher music teacher education conducted by researchers H. Westerlund and H. Gaunt [9], and M. Forbes [10], is an important step in understanding the changing dynamics of this field. Researchers H. Westerlund and H. Gaunt emphasize the need to rethink the notion of professionalism in the music field and its implementation in higher music education. In turn, M. Forbes notes that the contemporary professional landscape in the field of classical music is rapidly changing, and young musicians are increasingly faced with the need for independent activity and freelancing in their creative careers. It is worth exploring the impact of modern technology on the music education process in more depth.

This study aims to analyse the processes and mechanisms that contribute to the formation of students' conscious and value-laden attitudes towards folk music in the context of their cultural education and socio-cultural environment.

Materials and Methods

Using the method of analysis in this paper, a study has been carried out that reveals the significance of analysing folk music in the context of cultural heritage. It revealed the peculiarities of the study of folk music in the framework of enriching students' knowledge about the culture, historical roots, and socio-cultural background of their people. The study highlighted the peculiarities of folk music influence on the development of musical skills and aesthetic perception in students. The method of analysis highlighted the role of folk music as a cultural channel in reflecting its relationship to the evolution of society. It was studied how folk music serves as a means of forming national identity and socio-cultural integration. The study identified aspects of the use of folk music in deepening students' understanding of the cultural traditions and values of the nation. It also highlighted how folk music reflects historical, social, and cultural changes taking place in society. Using this method, the nuances of studying folk music within its influence on the psychological state, emotional well-being and social adaptation of teacher education students were revealed. Thus, the method of analysis contributed to the study of the value of studying folk music in the context of cultural heritage and its role in

the formation of national identity, as well as socio-cultural integration of students.

Using the method of generalization, this research paper explored the Manas epic in the context of Kyrgyzstan, its role in the formation of national identity and its source of inspiration. The importance of digitalization of folk music for the preservation of cultural diversity and heritage, both for the country and for the global cultural memory, was explored. Using the method of generalization, the peculiarities of knowledge of folk music, including the Manas epic, in enriching students' understanding of the culture and socio-cultural context of their nation, as well as in influencing the development of musical skills and creative thinking in future music teachers were noted. Through the use of the method of generalization, the paper identified the nuances of the development of students' conscious and value-laden attitudes towards folk music, investigating various factors such as the structure of educational programmes, teaching methodology, cultural setting and access to multimedia resources. The paper also explored the interaction of these factors with each other and the impact on students' deeper understanding and appreciation of folk music, as well as the formation of their appreciative attitude towards this type of musical art. Thus, the method of generalization allowed identifying the key aspects of the significance of folk music and the factors influencing the formation of students' positive attitudes towards it.

The application of the method of systematization in this research work helped to identify and highlight the role of the music teacher in the formation of cognitive-valuable attitudes of students to folk music is invaluable. It was investigated how the teacher creates conditions for immersing students in the world of folk music and promotes the development of their love and respect for folk traditions through music. Through the use of a systematization method, it highlighted how the knowledge and skills pupils acquire in folk music have the potential to be applied in different areas of life, and how this contributes to the enrichment of cultural experience and the preservation of cultural heritage.

Results

The role of folk music in Kyrgyzstan

Folk music is a unique phenomenon in world culture, which reflects the richness and diversity of cultural traditions and national identities. It is a musical creation that originated and developed in the people, reflecting their customs, beliefs, way of life and relationship with nature and the surrounding world. In its essence, folk music is an integral part of the cultural heritage of each nation, preserving the richness of national identity and historical memory. One of the important characteristics of folk music is its unique melodic, rhythmic, and stylistic diversity.

Each ethnic group and region have its own musical traditions and characteristics, which are passed down from generation to generation in oral tradition. The melodies and rhythms of folk music often reflect the local way of life, natural conditions, and socio-cultural characteristics of the people, which gives them a unique character and emotional depth. Folk music plays a significant role in the formation of cultural identity and self-consciousness of the people. It is an important factor in the socio-cultural integration and

cohesion of peoples, creating a unified cultural space and society [11]. Folk songs, melodies and instrumental compositions convey the values, traditions and historical heritage of the people, preserving their spiritual and cultural roots. In addition, folk music has a high historical value, being a kind of reflection of historical events, customs, and traditions of ancestors [12]. It preserves the ancient traditions and way of life of the people, helping to preserve their historical memory and cultural heritage for future generations. Thus, folk music is not only a part of the cultural heritage of a people but also an expression of its historical and cultural values. It reflects the unique features of national identity, historical traditions, and cultural values, preserving the richness and diversity of world culture [13].

The folk music of Kyrgyzstan is a rich and diverse musical heritage that reflects the history, culture, and spirit of this nation. It is an integral part of the cultural heritage of the Kyrgyz people and plays an important role in shaping their identity. Songs are an important part of the world folk music tradition, in which they play the role of a key mechanism for transmitting and preserving cultural values, historical events and national identity [14]. The folk music of Kyrgyzstan has an extensive variety of traditional musical instruments that play a key role in the cultural and musical tradition of this country. Among them, instruments such as komuz, kyl-kyyak, ooz-komuz, chopo-chor, dobulbash (drum) and others are widely used historically to perform various musical pieces.

Komuz, a stringed plucked instrument, has a special place in the musical culture of Kyrgyzstan, being a symbol of national identity and a vivid representative of the traditional musical heritage of this country. In addition, the kyl-kyyak is a stringed instrument with a wind bow and the chopo chor (clay chor) and the dobulbas is a folk percussion instrument. It is the main carrier of rhythm – one of the strongest means of influence on human artistic thinking. Sounds from the drum are extracted with the end of a Kyrgyz whip (kamcha) or with the palms of the hands. The instrument sounds strong, resounding and long, and can be used for military or magical signalling.

Songs are an important part of the world folk music tradition, in which they play a role as a key mechanism for transmitting and preserving cultural values, historical events and national identity [15]. These compositions represent an oral folk-art form that has been traditionally passed on by word of mouth for centuries. They usually recount the heroic exploits of legendary heroes, displaying not only the rich folklore and mythological fabric, but also the social, political, and cultural aspects of community life. Kyrgyz folk music is widely developed. The popularity and euphony of improvisatory art, widely spread among the population, was highly appreciated by Abu Dulaf, an author who lived in the 10th century. The Kyrgyz performed the dastan in recitative song form and the lyrical parts in melody form. The vocal and recitative form of recitation was particularly evident in the performance of the Manas epic, in its emergence as a genre of song and in the development of music-poetic improvisation. In "Manas" and in other dastans, in historical and ethnographic works it is said that musical instruments: kernei, surnai, zheznay, chymyldak, чунпуроон, sybyzgy (wind instruments); percussion instruments; dobul,

dobulbas, nagyra, dap, childirman, zhekesan (drums, tambourines) were used in military actions, meeting honoured guests, at celebrations, wakes [16].

In the context of folk folklore of Kyrgyzstan, epic songs, or Manas epic, occupy a special place. Epic means “word”, or “narrative” in Greek. They are an integral part of the country’s cultural heritage and play a key role in shaping the national identity of the Kyrgyz people. Manas is an epic cycle that recounts the heroic deeds of Manas, Semetey, and Seitek, who are considered the national heroes of Kyrgyzstan. This epic covers a wide range of themes, from family relationships and patriotism to the struggle for independence and resistance to enemies. Manas not only reflects the cultural and historical aspects of Kyrgyz society, but also serves as a source of inspiration for many generations. In the context of oral folk art, Manas is passed on by word of mouth through the performance of Kyrgyz bards known as Manas. These bards not only perform epic songs, but are also custodians of Kyrgyzstan’s traditions and cultural heritage.

Their role in preserving and transmitting Manas and other folk epics is invaluable, as they play a key role in preserving the cultural identity and continuity of Kyrgyz culture. Manas is also important as a source of inspiration for contemporary artists, writers and musicians, who find in these epics’ rich material for their creativity. Many contemporary works of literature, art, and music of Kyrgyzstan find their origins in Manas, demonstrating its undeniable relevance and vitality in the modern world. Thus, epic songs, including Manas, represent not only the historical and cultural heritage of Kyrgyzstan, but also a key element of national identity and a source of inspiration for many generations. The study and preservation of these epic works plays an important role in preserving cultural diversity and cultural heritage, not only for Kyrgyzstan, but also for the whole world.

The folk music of Kyrgyzstan has great cultural and historical significance for the Kyrgyz people. It not only helps to preserve and transmit the traditions and values of this nation but also contributes to the formation of national identity and pride in its culture and history. In general, the folk music of Kyrgyzstan is an important element of the cultural heritage of this country, which continues to live and develop thanks to the efforts of musicians, performers, and fans of this amazing art form. Learning about folk music involves not only perceiving it as a musical phenomenon, but also understanding its historical, cultural, and social context. In studying folk music, students deepen their knowledge of the culture of their people, the historical roots of musical traditions and the influence on the formation of national identity. The study and performance of folk music contribute to the formation of musical skills, creative thinking, and aesthetic perception in students. It contributes to the development of musical hearing, the ability to analyse and interpret musical works. N.A. Asipova and A.S. Bayaliev [17] reveal in their research the pedagogical possibilities of customs, traditions, and folk songs of the Kyrgyz people in the training of future teachers in the conditions of globalization and identify pedagogical conditions for the formation of professional competencies of future teachers in the activities of education of students.

In conclusion, we would like to say that the musical folklore of the Kyrgyz people is the history of the people captured in melodic form, fully reflecting their freedom-loving spirit, open and friendly disposition, and never dull, sparkling optimism. They also play an important role in the musical heritage of the region, being used to perform a variety of genres of music, from epic songs to dance tunes and instrumental compositions. These instruments not only serve as a means of musical expression, but also preserve and transmit the richness and beauty of Kyrgyzstan’s cultural heritage through generations.

Folk music in higher education institutions

The music teacher occupies an important position in the formation of students’ cognitive and value attitudes to folk music. In his/her activity, the teacher not only transmits knowledge about the musical heritage but also fulfils the role of a mediator between students and culture, facilitating their immersion in the world of folk music. In addition, the music teacher is a cultural model and embodiment of musical values, which are transmitted not only through words and lessons, but also through the pattern of his or her own musical practice. One of the key aspects of the music teacher’s activity is the formation of students’ love and respect for folk traditions through music. This process involves not only familiarizing students with the musical material but also creating a classroom atmosphere that promotes the perception of folk music as part of cultural heritage and a source of inspiration. The music teacher acts as a mediator between traditional and contemporary forms of music, helping students to see the connection between past and present, between cultural heritage and modern trends. In addition, the music teacher plays an important role in developing students’ creative potential.

He stimulates their interest in the study of folk music, provokes creative thinking and imagination, and teaches them the basics of musical expression and improvisation. Through active participation in musical activities such as playing instruments, singing folk songs, participating in ensembles and musical projects, students discover their potential and develop musical skills and abilities. Thus, the music teacher plays a key role in the formation of students’ cognitive and value attitudes to folk music. His work is aimed not only at imparting knowledge and skills, but also at instilling love, respect, and creative inspiration through music, which contributes to the development of cultural awareness and creative potential of the younger generation.

The study of folk music in educational institutions is a key component of music education, contributing not only to the expansion of students’ repertoire but also to their preparation for professional activity in the field of music. Acquiring knowledge and skills in folk music enriches students’ musical culture and helps them develop cultural competence. Above all, the study of folk music allows students to expand their musical repertoire. Folk music represents a rich heritage of musical traditions of different cultures and attitudes peoples, which allows students to learn about a variety of musical styles, genres, and instruments. They learn to perform folk songs, play folk instruments, and master traditional music-making techniques, which expands their musical capabilities and

abilities. In addition, the study of folk music contributes to the development of culturally competent professionals. Understanding and apprehending folk music traditions helps students develop cultural perception and a sense of belonging to a particular culture or people. This is important not only for performing but also for work in the field of music education, where the teacher must have a deep understanding of the musical culture and traditions of his or her people.

The knowledge and skills of folk music acquired by students can be applied to their future professional activities. Future music teachers will be able to use folk songs and musical instruments in their teaching practice to enrich the teaching process and stimulate students' musical development [18]. Performers will be able to incorporate folk motifs into their musical performances, which will give them uniqueness and originality. Music management professionals can use the knowledge of folk music to promote and popularize national culture through organizing concerts, festivals, and other musical events. Moreover, the study of folk music can become the basis for research work in the field of culture. Students can study the history and characteristics of folk music of a particular region or nation, and analyse its influence on the formation of cultural identity and musical traditions. Research in this area can lead to the creation of new knowledge and discoveries, which can then be used to preserve and

promote folk culture. Thus, folk music plays an important role in the formation of students' cognitive and value attitude to the musical heritage of their people. Its study contributes to the development of cultural literacy, aesthetic perception, and creative thinking in students, as well as the training of culturally competent music specialists.

Cognitive-value attitudes of Kyrgyz and Chinese students towards folk music

Students' cognitive-value attitudes to folk music represent a complex of psychological and socio-cultural aspects that influence the perception, understanding, and evaluation of this type of art. In the context of comparative analysis between Kyrgyz and Chinese students, special attention is paid to the differences in cultural traditions, social structures, and historical context, which form the peculiarities of their attitudes to folk music. In this study, a comparison of Kyrgyz and Chinese students' attitudes towards folk music was made. This comparison was based on a theoretical study of the peculiarities of these peoples' attitudes towards folk music. Factors such as cultural context, historical heritage, social norms and values, and the influence of the educational environment on the formation of musical preferences and perception were taken into account (Table 1).

Table 1. Cognitive-value attitudes of Kyrgyz and Chinese students towards folk music

Aspects of cognitive-value relations	Students from Kyrgyzstan	Students from China
Study of musical heritage	Mainly interested in folk instruments and epic songs such as Manas. Learning traditional music is part of cultural identity.	Show interest in a variety of genres and forms of folk music, also including folklore and ritual melodies.
Valuation of cultural property	Appreciate folk music as an important part of cultural heritage, an expression of national identity and spirituality.	Perceive folk music as an important cultural heritage that sustains tradition and history.
Participation in musical activities	Actively participate in folk music events, festivals, and concerts.	Show interest in participating in musical groups and ensembles that perform folk compositions and songs.
The importance of music in everyday life	Folk music plays an important role in everyday life, using national songs and melodies for celebrations and festivities.	Musical traditions are embedded in everyday life, reflected in festivals, rituals, and ceremonies.

Source: compiled by the author.

Folk music plays an important role in shaping the cultural identity and value orientations of students in both Kyrgyzstan and China. Both peoples express a deep interest in their musical heritage, seeing it not only as a source of cultural wealth, but also as an expression of their history, traditions, and spirituality. Participation in musical activities and everyday use of folk music emphasize its value as a means of social bonding and expression of community. Thus, students' cognitive and value attitudes towards folk music reflect its important place in their cultural and spiritual world.

Kyrgyzstan and China represent two different cultural spaces with unique traditions and historical roots. Folk music in both countries has ancient roots and plays a significant role in the formation of national identity. However, while in Kyrgyzstan folk music is closely associated with the nomadic lifestyle and culture of

nomadic peoples, in China it reflects the richness of multiple ethnic groups and regional cultural characteristics [19]. Young people in Kyrgyzstan, who grew up in a cultural environment where folk music is an integral part of the national heritage, have a deeper knowledge of the genre. They are familiar with the traditional instruments, genres, and performance techniques of the folk music of their people. Whereas students from China have a more diverse background, as folk music in China is represented by many ethnic minorities, each with their unique musical traditions. In Kyrgyzstan, folk music is often associated with national pride and cultural heritage, which gives it a special value in the eyes of students. They can see folk music as symbols of national identity, patriotism, and cultural dignity. Whereas in China, folk music can be seen as part of a larger cultural mosaic that emphasizes the diversity and variety of cultural traditions.

The socio-cultural context has a significant impact on the formation of students' cognitive and value attitudes to folk music. In Kyrgyzstan, folk music often attracts attention and support from the government and the public, which favours its preservation and promotion. In China, on the other hand, the influence of folk music may be different depending on the region and ethnicity.

Preparing future music teachers

The training of music teachers in pedagogical educational institutions is a key aspect of the formation of qualified specialists capable of effectively teaching and educating a new generation of musicians and music connoisseurs. The importance of relying on the cognitive and value attitude to folk music in the process of training music teachers is manifested in several aspects (Figure 1).

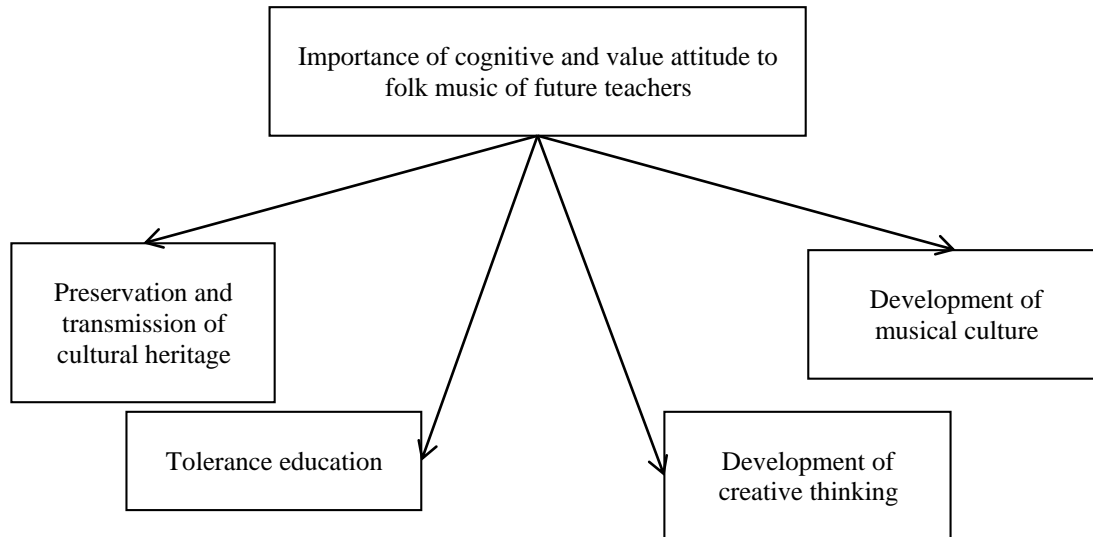


Figure 1. Genres of cultural journalism

Source: compiled by the author.

Folk music is one of the most valuable sources of cultural heritage of every society. It expresses not only musical forms, but also unique features of national identity, historical traditions, and values. In essence, folk music is the voice of the people, reflecting their spiritual aspirations, historical vicissitudes, and collective memory. Preparing teachers with a cognitive and value-based attitude towards folk music plays a fundamental role in preserving and transmitting this rich cultural heritage to future generations. Educators who have mastered the value of folk music can become key agents in preserving and promoting this unique aspect of culture [20]. Such future professionals possess not only in-depth knowledge and skills in musical theory and practice, but also an understanding of the historical and cultural context in which folk music is heard.

Music teachers trained in cognitive appreciation of folk music can effectively impart to their students not only technical skills in playing instruments or vocal performance but also a deep understanding of the meaning and role of folk music in the culture and history of a people. They can help students see the connection between folk music and other aspects of culture such as traditions, customs, language, and literature. Moreover, teachers with an understanding of the folk music tradition can instil in students a love and respect for this art form, stimulating their interest in learning and preserving the cultural heritage of their people. Thus, training music teachers with a cognitive and value-based attitude to folk music is an important step in preserving and transmitting cultural

heritage to future generations. It ensures the effective transmission of values, identity and historical experiences contained in folk music and forms students' conscious attitude towards this unique aspect of culture.

Introducing students to the values of folk music not only broadens their horizons but also has a profound impact on their musical experience and the development of musical culture. Each culture has its own unique folk music heritage that reflects the historical, cultural, and social aspects of society. Through exposure to folk music, students gain an in-depth understanding of the musical heritage of their own country or other cultures. One important aspect of introducing students to folk music is to enrich their musical experience. Folk music often represents a rich collection of musical styles, genres, and traditions that can greatly diversify students' musical preferences and expose them to new horizons in the world of music. It also helps to develop their musical ear and sense of style, which is an important aspect for all future music professionals. Moreover, exposure to folk music stimulates students' interest in exploring different musical styles and genres.

They learn to analyse and interpret musical compositions, revealing their characteristic features, structure, rhythmic features, and musical ideas. This analytical approach helps students develop their musical abilities and become more competent in understanding and performing various pieces of music. An important result of students' familiarity with folk music is their ability to interpret and adapt musical materials. They learn not only

to reproduce traditional folk compositions but also to create their own interpretations and arrangements based on folk music. This develops their creativity and inspires them to experiment with musical ideas and forms. Introducing students to folk music is of great importance for their musical development and cultural enrichment. Not only does it broaden their musical experience and knowledge, but it also develops their analytical, creative and performance skills, making them more competent and inspired musicians and teachers.

The study of folk music allows students to immerse themselves in the cultural heritage of their people or other cultures, to learn about their musical traditions, symbols and meaning, which contributes to their cultural enrichment and understanding of the diversity of musical expressions. One of the key aspects of studying folk music is that students develop a deep respect for cultural diversity. They learn to see the beauty and value of each cultural tradition and to recognize the unique features and characteristics of the musical heritage of different peoples. This helps them to overcome cultural biases and stereotypes and to open new horizons in understanding and respecting cultural differences. In addition, the study of folk music contributes to the development of tolerance for cultural differences. Students learn to accept and appreciate other peoples' musical traditions and expressions, to understand their historical and cultural context, and to find common ground between different cultures. This fosters a respectful and open attitude towards the diversity of the world's cultural heritage and a willingness to engage in constructive dialogue and interaction.

The study of folk music plays an important role in instilling in students a deep respect for cultural diversity and tolerance of cultural differences. It contributes to their cultural enrichment, development of intercultural

understanding and readiness for constructive interaction in the modern world, where cultural diversity is one of the important aspects of socio-cultural reality. The study of folk music has a significant impact on the development of students' creative thinking, fostering the ability to think in unusual and original ways [21]. Folk melodies and rhythms are often a set of unconventional solutions and musical techniques that require the performer to be creative and interpretive. Studying and analysing folk music allows students to broaden their musical horizons, learn about the diversity of musical styles and genres, and enrich their creative arsenal. The process of studying folk music requires students to be actively creative, including interpreting and arranging musical works, creating their compositions, and experimenting with various musical ideas.

This process develops their skills in finding innovative and unconventional solutions, fostering creative thinking and the ability to express themselves through music. Students learn to find unusual artistic techniques, combine different musical elements, and create unique musical images, which contributes to the development of their artistic potential and self-fulfilment in the field of music. In addition, the study of folk music can be a source of inspiration for students, encouraging them to be creative and express themselves [22]. Folk melodies and themes often have deep emotional charge and symbolic content that can inspire students to create their musical works. Studying different styles and genres of folk music allows them to enrich their artistic experience and find new ways to express their thoughts and feelings through music. The development of students' conscious and value-laden attitudes towards folk music includes several aspects (Table 2).

Table 2. Processes and mechanisms contributing to the formation of a conscious and value-laden attitude of students to folk music

Aspects	Description
Educational programmes	Developing and implementing courses, programmes, and teaching materials that emphasize the importance of folk music in the cultural heritage and history of the people.
Pedagogical approach	The use of teaching methods that actively engage students in folk music-related activities such as analysing, interpreting and performing.
Cultural environment	Creating an atmosphere that stimulates interest and respect for folk music through cultural events, concerts, exhibitions and masterclasses.
Multimedia resources	Use of modern technology and multimedia resources to access folk music recordings, documentaries, virtual tours and other educational materials.
Research approach	Research the role of folk music in culture and society to stimulate students' critical thinking and understanding of the significance of this musical genre.

Source: compiled by the author.

These processes and mechanisms can work together to provide students with a deeper understanding and appreciation of folk music, which ultimately contributes to the development of their informed and value-laden attitudes towards this art form.

The impact of modern technologies on the music education process

Modern technology plays a key role in the music education process, providing unique opportunities for students and teachers. The Internet and digital resources have become

an integral part of learning, providing access to a wealth of information, including music materials, sheet music, audio, and video recordings, as well as educational courses and lessons. This broadens students' horizons, allowing them to explore different aspects of music and practise their skills at a convenient time and place. Interactive learning programs and apps encourage students to actively participate in the educational process, allowing them to explore musical concepts, practice playing instruments and conduct musical analyses.

Virtual lessons and masterclasses made widely available through technology, allow students to learn from leading musicians and teachers without being geographically bound. Multimedia materials such as audio and video recordings are actively used in teaching to visualize and illustrate musical concepts, performance techniques and styles of interpretation. Creating musical content using modern arranging and recording software makes the creative process more accessible and interactive for students, allowing them to express their creative potential. In addition, adaptive learning platforms personalize learning by considering the individual needs and background of each student. They create personalized learning pathways, facilitating more effective learning and musical skills development. In general, modern technologies significantly enrich the music education process, making it more accessible, interesting, and effective for all its participants.

With the increasing digitalization of modern society, it has become increasingly important to preserve cultural heritage, including folk music, digitally [23]. Digitalization is the process of transforming analogue information into digital form to ensure its preservation, accessibility, and usability in the long term. Preserving folk music digitally has several advantages and ensures its long-term preservation and accessibility. One of the main benefits of digitalizing folk music is its preservation from temporal and physical destruction. Traditional forms of storing music recordings such as physical media (e.g. vinyl records, cassettes) are at risk of deterioration, damage, or loss over time. With digitalization, music can be stored on secure electronic media or in the cloud, ensuring its longer existence. In addition, digitalization creates greater access to folk music [24]. Digital technology and the internet enable quick and easy sharing and distribution of music recordings around the world. This promotes the popularization and preservation of the cultural heritage of different peoples and ethnic groups, making it accessible to a wide audience, including those outside their historical territory [25].

Digitalization opens up new possibilities for processing, analysing and preserving folk music. Modern software and hardware tools allow digital restoration and cleaning of sound, as well as the creation of music archives with detailed metadata, which contributes to a more complete and accurate preservation of historical recordings. However, the digitalization of folk music also presents certain challenges and problems. One of the main challenges is the need to ensure the safety and security of digital data. Electronic device malfunctions, viruses, hacker attacks and other threats can lead to the loss of valuable folk music recordings and archives. Therefore, it is important to develop robust backup and protection systems to ensure the safety and integrity of data. Another challenge is the need to make digital folk music archives accessible and usable for different categories of users, including researchers, musicians, educational institutions, and the public. This requires the development of user-friendly and intuitive interfaces, as well as support for a variety of formats and music playback devices.

The results of this study emphasize the significance of studying folk music as an important aspect of cultural heritage. It helps students to deepen their knowledge of the

culture, historical roots, and socio-cultural context of their people, as well as to develop musical skills and aesthetic perception. The study confirms the importance of folk music as a cultural channel and a reflection of its relationship with the development of the people. Thus, folk music not only preserves and transmits cultural heritage but also serves as an important tool for the formation of national identity and socio-cultural integration. In the context of the folk music of Kyrgyzstan, epic songs, or *Manas*, occupy a special place and play a key role in the formation of national identity. *Manas* is not only a cultural heritage but also a source of inspiration for many generations. The study and preservation of these epic works are important for the preservation of cultural diversity and heritage not only for Kyrgyzstan but also for the whole world. Learning about folk music, including *Manas*, helps students deepen their knowledge of the culture, historical roots, and socio-cultural context of their people, contributing to the development of musical skills and creative thinking.

The music teacher plays an important role in the formation of students' cognitive and value attitudes to folk music. He or she not only imparts knowledge about musical heritage but also promotes their immersion in the world of folk music, and stimulates love and respect for folk traditions through music. Studying folk music in educational institutions not only expands students' repertoire, but also develops their cultural literacy and creative thinking. The acquired knowledge and skills can be applied in future professional activities, enriching musical culture, and contributing to the preservation and promotion of folk culture. The study of students' cognitive and value attitudes to folk music in Kyrgyzstan and China revealed key aspects of their attitudes to this art form. In Kyrgyzstan, students show deep interest and respect for their folk music, considering it as an important part of cultural heritage and a symbol of national identity. In China, on the other hand, folk music is perceived as part of the richness of a multi-ethnic cultural context, and students show interest in the diversity of ethnic traditions. The socio-cultural context of both countries has a significant impact on perceptions and value orientations towards folk music.

Training music teachers with a cognitive and appreciative attitude towards folk music plays a key role in the preservation and transmission of cultural heritage to future generations. These teachers not only possess profound knowledge and skills in musical theory and practice but pass on to their students a deep understanding of the significance and role of folk music in the culture and history of the nation. Familiarizing students with folk music not only broadens their horizons, but also has a profound impact on their musical experience and the development of musical culture, stimulating their interest in the study of different musical styles and genres, and developing their analytical, creative and performance skills.

The study of folk music plays an important role in the cultural enrichment of students, broadening their cultural horizons and developing their respect for cultural diversity. It contributes to the development of their tolerance for cultural differences and their readiness to interact constructively in the modern world. In addition, the study

of folk music contributes to the development of student's creative thinking and their ability to analyse and adapt musical materials. The digitalization of folk music offers new opportunities for the preservation and dissemination of cultural heritage, although it comes with certain challenges such as data security and accessibility of archives.

Discussion

The presented study highlights the significance of studying folk music in the context of cultural heritage preservation, especially in countries where it is a key aspect of national identity formation, as in the case of the epic song "Manas" in Kyrgyzstan. This teaching, in addition to revealing cultural and historical aspects, also contributes to the development of students' musical and creative skills. It is noted that the music teacher plays a key role in the formation of students' cognitive and value attitudes to folk music. Teacher training that takes into account their deep understanding of the significance of folk music ensures that this valuable information is passed on to future generations. Furthermore, the importance of the digitalization of folk music in the preservation and dissemination of cultural heritage is highlighted. However, this study also calls for consideration of the challenges of data security and archival accessibility. These issues have been explored by other scholars and are worth scrutinizing and comparing with the findings of this paper to gain a fuller understanding of this aspect of cultural heritage.

The results of this study showed that the study of folk music significantly influences the development of students' creative thinking. They acquire the ability to think in unusual and original ways, which contributes to the formation of their creative skills and approaches. It is important to note that the process of studying folk music requires students to be actively creative, including interpreting and arranging musical works, creating their compositions, and experimenting with different musical ideas. This process develops their skills in finding innovative and unconventional solutions, fostering creative thinking and the ability to express themselves through music. The results of this study confirm that the study of folk music promotes students' creative thinking and ability to express themselves artistically.

Comparing the results of this study with the findings of other scholars, there are similarities in that both R.G. Coss [25] and P.R. Webster [26] confirm the importance of music lessons in developing creativity in students. This indicates that the influence of music on creative thinking and self-expression is widely recognized. However, the study by E. Menard [27] focuses on different aspects of musical activity including performance, improvisation, and composition. This suggests that creativity can manifest itself not only through the ability to express oneself through music, but also through a variety of musical processes. Thus, additional research in this area adds to and clarifies the knowledge of how musical activities contribute to the development of creativity in students.

The results of this study emphasize the importance of Kyrgyz folk music in the cultural and historical memory of the Kyrgyz people. It plays a key role in preserving and transmitting the traditions, values, and identity of this nation, as well as contributing to the formation of national

consciousness and pride in cultural heritage. Such a study allows us to see how folk music continues to be an important element of culture and art in modern Kyrgyzstan. By comparing the findings of this study with those of other studies, it is clear that Y. Zhou [28] and X. Wang [29] highlight the importance of studying music in modern education and the use of modern technology in folk music research respectively.

According to the study of Y. Zhou [28], incorporating folk music into curricula and cultural practices is a key aspect of shaping the educational process. This emphasizes the significance of preserving and transmitting cultural traditions through education, which is consistent with the findings of this study. On the other hand, X. Wang emphasizes the importance of using modern technology in the study of folk music for a deeper and more comprehensive understanding of the phenomenon. This suggests new ways of researching and analysing musical heritage, which can complement traditional research methods. Integrating folk music into educational programmes using modern technology can enrich the educational process and contribute to a deeper understanding and preservation of cultural heritage.

The results of this work emphasize the importance of Kyrgyz folk music as an integral part of the cultural and historical heritage of the Kyrgyz people. It plays a pivotal role in preserving and transmitting the traditions, values, and identity of this nation, as well as contributing to the formation of national pride and self-awareness. It is important to note that folk music not only preserves the cultural characteristics of the past but also continues to evolve to reflect changes in society and culture. The study also shows that knowing and understanding folk music involves not only perceiving it as a musical phenomenon, but also understanding its historical, cultural and social context. In studying folk music, students deepen their knowledge of their people's culture, the historical roots of musical traditions and their influence on the formation of national identity. It also contributes to the development of musical skills, creative thinking, and aesthetic perception in students. When comparing the results with the findings of other studies, it should be noted that J. Becker [30] and V. Commins [31] highlight the role of folk music as a cultural channel for people's self-expression and self-understanding, as well as its importance in shaping the cultural and social channel of society. These aspects correlate with the findings of this study regarding the role of folk music in the preservation and transmission of cultural traditions and identity.

As stated in the previous section, the digitalization of folk music is important for the preservation of cultural heritage in today's digital world. Digitalization allows analogue information to be converted into digital form, ensuring that musical recordings are preserved and accessible in the long term. It protects music from temporary and physical disruption, such as deterioration or damage to physical media, and ensures its longer existence. One of the key benefits of digitalization is increased access to folk music through the use of digital technology and the internet. This promotes and preserves the cultural heritage of different peoples and ethnic groups, making it accessible to a wide audience, including those outside the historical territory of the ethnic group. It also ensures that music

recordings can be shared and disseminated quickly and easily around the world. Comparing these findings with a study conducted by scholars C. Armstrong et al. [32], there are similarities in the importance of preserving folk music in archives as a cultural and research asset. Both studies highlight the role of digitalization in preserving musical heritage and its importance to society and cultural communities. Furthermore, the studies point to new opportunities for research and understanding of cultural heritage through digital archives.

The results of this study point to the importance of training music teachers to develop a cognitive and appreciative attitude towards folk music. Such teachers will have not only technical skills in teaching instrument playing or vocal performance but also a deep understanding of the meaning and role of folk music in the culture and history of the people. They can help students see the connection between folk music and other aspects of culture such as traditions, customs, language, and literature. Moreover, teachers trained with a cognitively appreciative attitude towards folk music can instil in students a love and respect for this art form, stimulating their interest in learning and preserving the cultural heritage of their people. These results are consistent with the findings of other scholars. Compared with the study of B.L. Bartleet et al. [33], there are similarities in highlighting the importance of developing a cognitive-value attitude towards folk music among music teachers. Both studies emphasize that this approach contributes to the enrichment of the educational process and makes it possible to take into account cultural diversity in teaching activities.

The study emphasizes the importance of studying and preserving folk music, especially in the context of building cultural identity and developing students' creative thinking. It also highlights the importance of using modern technology to digitalize and disseminate musical heritage. It is important to train music teachers with an understanding and respect for folk music so that they can pass on their love of this art to students. These findings are in line with the approaches of other scholars, who emphasize the importance of folk music in the curriculum as a source of cultural diversity.

Conclusions

The results of this study highlight the essential importance of analysing folk music in the context of cultural heritage. It highlights that such study enriches students' knowledge of the culture, historical roots, and socio-cultural background of their people, and contributes to the development of musical skills and aesthetic perception.

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The study confirms the role of folk music as a key cultural channel and a reflection of its relationship with the evolution of society. It not only helps to preserve and transmit cultural heritage but also serves as a means of shaping national identity and socio-cultural integration.

In the context of Kyrgyzstan, the Manas epic occupies a special place, playing a key role in the formation of national identity and serving as a source of inspiration. The study and preservation of musical works is important for the preservation of cultural diversity and heritage not only for the country but also for the world's cultural memory. Knowledge of folk music, including Manas, enriches students' understanding of the culture and socio-cultural context of their nation, contributing to the development of musical skills and creative thinking. The development of students' informed and value-laden attitudes towards folk music depends on various factors, including the structure of educational programmes, teaching methodology, cultural setting, access to multimedia resources and the use of research approaches.

All these components interact with each other to promote students' deeper understanding and appreciation of folk music, which in turn contributes to the formation of their appreciation of this type of musical art. The role of the music teacher in the formation of cognitive and value attitudes of students to folk music is invaluable. He or she not only imparts knowledge but also helps to immerse pupils in the world of folk music, stimulating love and respect for folk traditions through music. The study of folk music in educational institutions helps to expand students' repertoire and develop their cultural literacy and creative thinking. The knowledge and skills acquired can be applied in future professional activities, contributing to the enrichment of musical culture and the preservation of folk culture.

Researching and measuring cognitive-value attitudes towards folk music has been a challenge due to its multifaceted and subjective nature, apart from objective limitations such as the accessibility of folk music research. Therefore, researchers are encouraged to explore methods and technologies for digitalizing, archiving, and making folk music accessible to a wider audience, which includes covering the development of digital archives, online resources, mobile applications and other tools for the preservation and dissemination of cultural heritage.

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Conflict of Interest

None.

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Формування пізнавально-ціннісного ставлення студентів до народної музики

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Анотація

Актуальність. Метою дослідження є вивчення процесів і механізмів, що сприяють формуванню усвідомленого та ціннісного ставлення студентів до народної музики в контексті їхньої культурної освіти та соціокультурного середовища.

Мета. Дослідити вплив народної музики на культурну освіту студентів та її роль у формуванні їхнього пізнавально-ціннісного ставлення до неї.

Методологія. Для дослідження впливу народної музики на формування культурного контексту в Киргизстані використано метод аналізу. Узагальнення та систематизація були використані для дослідження впливу педагогічної діяльності на пізнавально-ціннісне ставлення студентів до народної музики.

Результати. У дослідженні зазначається, що народна музика відіграє ключову роль як культурний канал і відображення еволюції суспільства. Результати підтверджують, що вивчення народної музики не тільки зберігає культурну спадщину, а й слугує засобом формування національної ідентичності та соціокультурної інтеграції. Дослідження показало, що розвиток свідомого та ціннісного ставлення учнів до народної музики залежить від кількох аспектів. Серед них - освітні програми, педагогічні підходи, культурне середовище, мультимедійні ресурси та методи дослідження.

Висновки. Досліджені процеси та механізми у взаємодії забезпечують глибоке розуміння та сприйняття студентами народної музики, сприяють формуванню ціннісного ставлення до цього музичного жанру. Роль викладача в цьому процесі є значною. Педагоги не лише передають знання, але й виховують повагу та любов до народних традицій через музику. Вивчення народної музики в навчальних закладах сприяє розширенню репертуару студентів, розвитку їхньої культурної грамотності та творчого мислення.

Ключові слова: творче мислення; культурні цінності; сучасні технології; емоційний досвід.