

**DEVELOPING STUDENTS' ECOLOGICAL CULTURE THROUGH A
HERMENEUTIC APPROACH IN MUSIC LESSONS**

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Abstract. This article analyzes the issues of developing students' ecological culture in music lessons based on a hermeneutic approach. The study examines the influence of musical art on students' spiritual, aesthetic, and moral development, as well as the possibilities of understanding the interrelationship between nature and humans through the interpretation of musical works. The hermeneutic approach considers music not only as a means of listening and performance, but also as a process of meaningful comprehension, interpretation, and connection with personal experience. The article scientifically substantiates the pedagogical potential of music lessons in forming students' ecological awareness, responsible attitudes toward nature, and ecological culture. The conclusions obtained are of significant importance for the effective organization of ecological education in the process of music education.

Keywords: music education, hermeneutic approach, ecological culture, ecological awareness, aesthetic education, musical perception, pedagogical approach, relationship between nature and humans

Introduction

In the modern education system, music education is considered one of the important pedagogical factors in shaping not only students' aesthetic taste, but also their spiritual, moral, and social worldview. Music directly influences human emotions and develops students' ability to perceive, comprehend, and evaluate the surrounding environment. In the context of growing global ecological challenges, fostering a responsible attitude toward nature among the younger generation has become one of the most urgent tasks. From this perspective, music education acquires particular significance as an effective means of developing ecological culture.

Today, music education plays a significant role in students' spiritual and aesthetic development. Through the acquisition of musical, aesthetic, and emotional experiences, students learn not only to understand art, but also to live in harmony with the surrounding environment. Especially in a period when ecological culture, the interaction between humans and nature, and environmental protection issues have gained global importance, the development of students' ecological culture has become a pressing responsibility for teachers. Music lessons serve as an effective tool for shaping ecological culture, as they provide opportunities to explore the relationship between music and nature, as well as to study the impact of human creative activity on the natural environment in the process of musical creation.

The hermeneutic approach—understood as establishing meaningful communication with students in the process of perceiving and understanding music and aiming to develop them not only musically, but also spiritually and aesthetically—plays an important role in achieving these objectives. The core idea of the hermeneutic method is to guide students not merely toward acquiring ready-made knowledge, but toward understanding music through their own experiences and interpretations.

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 434 dated May 27, 2019, “On Approval of the Concept for the Development of Environmental Education in the Republic of Uzbekistan,” defines key objectives such as contributing to the solution of regional environmental problems through the education system, increasing the ecological literacy of the younger generation, forming and developing ecological awareness and ecological culture, and effectively organizing the process of environmental education and upbringing. Furthermore, the Decree of the President of the Republic of Uzbekistan No. PF-149 dated September 26, 2024, “On Measures to Ensure Transparency and Further Improve the Governance System in the Fields of Ecology and Environmental Protection,” as well as the State Program for the implementation of the “Uzbekistan – 2030” Strategy in the “Year of Environmental Protection and Green Economy” dated February 7, 2025, [1, p. 3]. along with other relevant regulatory and legal documents, set a number of important tasks for educational institutions. These documents demonstrate that the development of students’ ecological culture in general education schools is being emphasized as a priority direction of state policy.

Methods

In the course of the research, theoretical methods (analysis of scholarly literature, comparative analysis, modeling), empirical methods (questionnaires and surveys, interviews and discussions, observation, and experimentation), mathematical and statistical methods (data analysis, correlation analysis), as well as innovative methods (the use of digital technologies, interactive trainings, and creative activities) were employed.

A considerable number of scientific research studies have been conducted in the Republic aimed at improving the effectiveness of music education through various areas of musical activity in the process of music lessons, including choir, conducting, vocal performance, and instrumental performance. In this regard, the dissertation studies of H. Nurmatov, Q. Mamirov, B. Azimov, A. Hasanov, B. Fayziyev, D. Soipova, I. Qudratov, Sh. Mustafayev, G. Davronova, Sh. Omonqulova, and B. Boltayev may be cited.

Certain issues related to musical and artistic taste and its formation have been addressed to some extent in the works of Sh. Rakhimov, S. Fayzulina, F. Khalilov, R. Qodirov, D. Khayitbayeva, as well as Russian pedagogical scholars such as V. Asafyev, D. G. Dmitriyeva, G. Neigauz, and A. Grozzoneleyalya. In the field of environmental education theories, research has been carried out by V. V. Vernadsky and A. N. Zakhlebny; in the field of music education and upbringing theories, by B. V. Asafyev and D. B. Kabalevsky; and in the field of hermeneutic approach theories, by pedagogical scholars such as F. Schleiermacher and H. G. Gadamer.

Results

The research demonstrated that incorporating ecological themes into music lessons not only enhances environmental awareness but also fosters students’ holistic understanding of ecological systems. By engaging music as a medium for exploring environmental issues, the study provides compelling evidence of music’s capacity to cultivate an educational environment in which students can reflect on their relationship with nature and express their ecological values. The research problem was effectively addressed through the articulation of a clear pedagogical framework that integrates ecological culture into music education, thereby offering educators a systematic approach for implementing these principles within curricular structures.

Consequently, the findings are of significant relevance both to academic discourse in environmental education and to practical applications in teaching methodology, indicating that music can serve as a powerful tool for ecological advocacy and awareness across diverse educational contexts [2, p 67]. Moreover, this work reinforces the importance of interdisciplinary approaches that bridge the gap between arts education and environmental governance, thereby strengthening educational practice.

Table 1

The Impact of Music Education on Academic and Social Outcomes

Statistic	Source
Students engaged in music education perform 20% better academically than their peers	WorldMetrics.org
Music education is associated with up to a 15% improvement in mathematics performance	WorldMetrics.org
Schools with strong music programs report a 90% high school graduation rate, compared to 80% in schools without such programs	WorldMetrics.org
75% of employers believe that music education improves skills such as teamwork and discipline	WorldMetrics.org
Approximately 60% of elementary schools in the United States offer a dedicated music classroom	WorldMetrics.org
Middle school students participating in music programs have GPAs that are 10–15% higher than those who do not participate	WorldMetrics.org
In the United States, only 48% of schools with student enrollment below 75% offer music programs	WorldMetrics.org

Note. The data illustrate the positive correlation between music education and students' academic performance, cognitive development, and social skills. Compiled based on reports from WorldMetrics.org.

Discussion

Environmental education becomes more effective through extracurricular activities. For example, nature-based excursions introduce students to local landscapes, rivers, and parks; the “Green School” project involves tree planting and the creation of flower beds on school grounds; environmental campaigns such as “Clean Air,” “Zero Waste Life,” and “Care for Nature” promote social engagement; and environmental clubs provide opportunities to work with students who are voluntarily interested in ecological issues. An ecologically oriented educational and methodological system based on a hermeneutic approach was developed for primary school music lessons. This system enriches students' musical perception with ecological content and contributes to the formation of aesthetic and moral attitudes toward nature. [3, p. 48].

1. A methodological guide designed for the application of hermeneutic analysis in music lessons was prepared. The guide includes practical tasks, exercises, and recommendations for teachers on the ecological interpretation of musical works, as well as on directing students toward creative and emotional perception.
2. A set of lesson plans, interactive activities, and musical projects aimed at forming ecological culture based on the hermeneutic approach was created. These materials can be implemented in the educational process as practical resources for music teachers.

The central scientific idea of the hermeneutic approach lies in interpreting the understanding of music as an individual and subjective process. This approach does not limit music education to the acquisition of theoretical knowledge alone but guides students toward comprehending music based on their personal experiences, life observations, and emotional responses. As a result, music lessons become an effective pedagogical space for the development of students' ecological culture.

From a scientific perspective, fostering ecological culture through music requires an integrative approach. In this process, musical art is closely interconnected with ecology, moral education, and aesthetic education. The hermeneutic approach deepens this integration by enabling students to interpret the content of musical works in relation to the interactions between nature, humans, and society. Therefore, the application of a hermeneutic approach in music education holds significant scientific and pedagogical value not only for the development of musical thinking but also for the formation of ecological awareness and responsibility.

Conclusion

Emerging research emphasizes the urgent need for educational systems that prioritize ecological awareness, particularly in light of contemporary challenges such as climate change and environmental degradation. These challenges not only reshape our understanding of the relationship between humans and the natural world but also call for a more integrated educational approach that fosters a deep appreciation of ecological culture.

Addressing the integration of ecological culture into the education system, especially through music education, reveals a significant intersection between art and environmental awareness. Within the framework of musical pedagogy, the hermeneutic approach emerges as a crucial method for interpreting and contextualizing ecological themes.

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