



**EOC**  
EUROASIAN  
ONLINE  
CONFERENCES

# ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON  
MULTIDISCIPLINARY STUDIES AND  
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi digital object  
identifier

eoconf.com - from 2024



**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION:** a collection scientific works of the International scientific conference – London, England, 2026. Issue 4

**Languages of publication:** Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London, 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





## FOSTERING PATRIOTISM IN 5TH-6TH GRADES: THE IMPACT OF INTERACTIVE METHODS AND MUSICAL DIDACTIC GAMES

Murodova Mexrangiz Murodovna

Master's Student,

Asia International University

**Annotation.** This article explores the pedagogical effectiveness of utilizing interactive methods and musical didactic games in fostering a sense of patriotism among 5th and 6th-grade students. Early adolescence is a critical period for the formation of civic identity, national pride, and emotional intelligence. Traditional, lecture-based approaches to moral and patriotic education often fail to deeply engage students in this demographic. By integrating dynamic interactive methods and specialized musical games into music culture lessons, educators can create a highly engaging and emotionally stimulating learning environment. The study highlights how active participation in learning national music, heroic epics, and collaborative musical tasks helps students internalize cultural heritage while developing essential social skills such as teamwork and empathy. The findings demonstrate that musical didactic games serve as a powerful pedagogical tool, transforming abstract concepts of patriotism into tangible, emotionally resonant experiences, thereby significantly enhancing the quality and impact of patriotic education in modern schools.

**Key words:** patriotic education, interactive methods, musical didactic games, music culture lessons, early adolescence, civic identity, pedagogical technologies, cultural heritage.

The transition into early adolescence, specifically during the fifth and sixth grades, represents a profound developmental milestone in a student's cognitive and emotional maturation. At this stage, children begin to move beyond the rote memorization of facts and start developing a more complex, nuanced understanding of abstract concepts such as civic duty, cultural identity, and patriotism. In contemporary pedagogy, instilling these values requires more than the passive transmission of historical narratives or the formal recitation of national anthems. It demands an emotionally resonant approach that connects the individual student to their broader cultural heritage. Music education, by its very nature, serves as a uniquely powerful conduit for this type of moral and civic development. Music bypasses cognitive resistance, appealing directly to the emotional centers of the brain, making it an ideal medium for cultivating deep-seated feelings of national pride and belonging. However, the effectiveness of music education in achieving these goals is entirely dependent on the pedagogical strategies employed by the educator. Traditional, didactic models—where the teacher lectures and the students passively listen or mechanically reproduce melodies—often fail to engage the modern, dynamic learner. To truly foster patriotism, educators must pivot towards interactive methods and musical didactic games that demand active participation and critical reflection.





Interactive methods in music education transform the classroom from a space of passive reception into an active laboratory of cultural exploration. Unlike conventional instruction, interactive pedagogies place the student at the center of the learning experience. Techniques such as collaborative brainstorming, the cluster method, and guided group discussions encourage students to critically analyze the thematic content of musical works. For instance, when introducing a contemporary or classic song dedicated to the capital city, Tashkent, an educator can employ a multifaceted interactive approach. Rather than simply instructing the class to memorize the lyrics, the teacher can initiate a collaborative analysis of the song's poetic imagery and melodic structure. Students can be divided into small groups to explore how the song conveys the bustling energy, historical resilience, and architectural beauty of the city. By discussing the emotional weight of the lyrics and recognizing the cultural significance of the capital, students forge a personal connection to the broader national narrative. Furthermore, utilizing a minus track—an instrumental accompaniment or karaoke version of the song—allows students to collaboratively perform the piece. This collective performance shifts the focus from individual vocal proficiency to group cohesion, demonstrating how individual voices unite to create a harmonious and powerful tribute to their homeland. This specific application of interactive learning transforms a simple musical exercise into a profound lesson in civic pride and national unity.

During the fifth and sixth grades, students undergo significant psychological shifts characterized by a growing desire for autonomy and an increased reliance on peer validation. Traditional authoritarian teaching methods often provoke resistance or apathy in this age group. By shifting the pedagogical framework toward interactive didactic games, educators align the learning process with the students' natural developmental trajectories. When engaging in team-based musical competitions or collaborative analytical tasks, the locus of motivation shifts from seeking the teacher's approval to achieving success and harmony within their peer group. This peer-driven dynamic is particularly effective when exploring historical narratives embedded in national music. For instance, incorporating the rich tradition of national heroic epics into didactic games allows students to explore the archetypes of bravery, sacrifice, and devotion to the motherland. Instead of merely recounting the plot of an epic, a teacher might organize an interactive role-playing activity where students use percussive instruments to create an authentic, improvised soundtrack that reflects the emotional arc of a historical hero. By selecting specific tempos to represent courage or choosing somber dynamics to depict moments of national hardship, the students actively interpret and internalize the historical struggles and triumphs of their ancestors. This active interpretation bridges the temporal gap between the past and the present, making the concept of patriotism intensely relevant and personally meaningful.

Complementing these interactive discussions, musical didactic games offer a highly structured yet profoundly engaging mechanism for reinforcing patriotic concepts. Play is a fundamental aspect of human learning, and integrating





gamification into academic environments lowers affective filters, reducing anxiety and increasing intrinsic motivation. In the context of patriotic education, didactic games can be designed to familiarize students with national musical instruments, regional folk variations, and the biographies of prominent national composers. For example, a game titled "Musical Mosaic" requires students to listen to a fragmented patriotic composition and collaboratively reconstruct the structural order of the piece, identifying the introduction, verses, and chorus. This requires intense auditory focus and teamwork. Another highly effective didactic game is "Echoes of the Past," where students are presented with distinct rhythmic patterns or melodic motifs derived from traditional folk music. The students are tasked not only with identifying the origin of the motif but also with recreating it using body percussion. This kinetic involvement ensures that the cultural rhythms are literally internalized, embedding the national musical heritage into their physical memory.

The implementation of these interactive and gamified strategies fundamentally alters the social dynamics of the classroom, fostering the very civic virtues that constitute patriotism. Patriotism is not merely an emotional attachment to a geographical location; it involves a commitment to one's community and a sense of shared responsibility. Choral singing, particularly when organized through interactive pedagogical games, serves as a micro-model of a functioning society. When students participate in a polyphonic patriotic song, they quickly realize that their individual contribution must be perfectly balanced with the voices of their peers. If one section sings too loudly or loses the tempo, the entire harmony collapses. The teacher, acting as a facilitator rather than a dictator, guides the students to listen to one another, to support weaker singers, and to strive for a collective aesthetic goal. This collaborative process cultivates empathy, mutual respect, and a profound understanding of interdependence—essential qualities for any responsible citizen. The emotional climax of successfully executing a complex, patriotic musical piece together leaves a lasting psychological imprint, far more impactful than reading a textbook chapter on civic duties.

Moreover, the utilization of interactive methods and musical didactic games caters to diverse learning styles, ensuring that every student has an opportunity to connect with the material. Visual learners can engage with the poetic imagery of the lyrics and graphical representations of the musical score, auditory learners benefit from the rich harmonic structures and melodic analyses, and kinesthetic learners thrive during rhythmic games and physical performances. This inclusive pedagogical environment ensures that the transmission of patriotic values is accessible to the entire classroom. As educators observe the implementation of these strategies over an academic term, a discernible shift occurs in the students' emotional intelligence and cultural awareness. They demonstrate a heightened respect for national symbols, a deeper curiosity about their historical roots, and an increased willingness to participate in civic and cultural events. Ultimately, the integration of active, gamified learning in music education transcends the boundaries of standard curriculum. It becomes a vital instrument for character





building, proving that the deepest lessons in patriotism are not taught through rigid instruction, but are experienced, felt, and sung together in harmony.

#### REFERENCES

1. Ibrohimov O., Xudoyev G'. Musiqa o'qitish metodikasi. – Toshkent: O'qituvchi, 2018. – 256 b.
2. Yo'ldoshev J.G', Usmonov S.A. Zamonaviy pedagogik texnologiyalarni amaliyotga joriy qilish. – Toshkent: Fan va texnologiya, 2008. – 132 b.
3. Musurmonova O. O'quvchilar ma'naviyatini shakllantirishda milliy qadriyatlar. – Toshkent: Fan, 2000. – 120 b.
4. Xoliqov A. Pedagogik mahorat. – Toshkent: Iqtisodiyot-moliya, 2011. – 420 b.
5. Qodirov R.G'. Umumta'lim maktablarida musiqa o'qitish metodikasi // Xalq ta'limi jurnali. – Toshkent, 2019. – № 3. – B. 54-58.
6. Asqarova M. Ta'lim jarayonida art-pedagogika va didaktik o'yinlarning imkoniyatlari // Uzluksiz ta'lim. – Toshkent, 2021. – № 4. – B. 45-49.
7. Toipov F. Musiqa madaniyati darslarida interfaol metodlardan foydalanish yo'llari. – Samarqand: SamDU nashriyoti, 2017. – 98 b.

