

## THE ROLE OF CHILDHOOD CULTURAL EXPERIENCES IN SPIRITUAL SECURITY ISSUES

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**Abstract:** This article supports the concept of transformative education, which is considered a process that encourages raising consciousness, critical thinking, personal development, and individualization. Through this, art and culture also impact a person's spiritual life by fostering aspirations toward higher goals, promoting goodness, and enhancing feelings of kindness and compassion towards others.

**Keywords:** childhood experiences, culture, music education, transformative education.

### PURPOSE OF THE ARTICLE

This article aims to explore how cultural experiences and artistic education obtained during childhood can help shape spiritual security. The article highlights the importance of engaging with culture and art during childhood and explains how such experiences foster both collective and personal senses, encouraging participation in spiritual activities. Additionally, it elucidates the role of these experiences in shaping an individual's attitude toward the world, accepting materials that form their worldview, and working with them.

### INTRODUCTION.

The physical, intellectual, emotional, and spiritual aspects of a person are so interconnected that development in one area affects the others and impacts the individual's overall well-being. The educational process encompasses various areas and is grounded in practical experience. Learning in one area contributes to knowledge in other areas because humans do not compartmentalize knowledge. Similarly, skills initially developed in certain areas can transfer entirely to other fields. Therefore, childhood cultural and artistic experiences significantly influence future lifestyles, worldviews, beliefs, and relationships. This, in turn, affects interpersonal relations and responses to the environment.

The environment in which a child grows up is crucial in shaping their worldview. Childhood impressions influence how we understand our thoughts, perspectives, and experiences. This situation can either benefit or harm us, depending on the nature of the related environment and interactions.

Therefore, the environment in which a child is raised plays a significant role in forming their future worldview. Art serves as a medium of cultural expression, embodying symbols and meanings. Experiences related to art significantly impact the formation of attitudes toward new skills.

Today, a large part of childhood is spent in the school environment. However, this setting does not fully immerse children in cultural and artistic practices due to various formal education aspects. This means that a child's education might be incomplete, though they may have some limitations regarding cultural-artistic preparation and participation.

The social aspect of creative activity manifests itself in that a person feels their connection with their contemporaries and humanity through artistic images. True art creates eternal artistic values, similar to the continuous link between generations. Thus, works of art are both representations of life and creativity. However, art forms cannot equally depict all complex aspects of life. Each art form stands out with its unique tools and principles of expression. Music – the art of sound (intonation), is the artistic reflection of reality expressed in tones. It uniquely reflects existence, enriches it, and helps in understanding and changing it [16].

Engaging with art in childhood introduces a child to the cultural framework, creating opportunities for interaction with elements used historically to nurture and strengthen societal members. Introducing artistic experiences into schools can help bridge any cultural gaps resulting from academic studies and assist in integrating children into society from a young age.

Specifically, according to the February 2, 2022, decree PQ-112 of the President of the Republic of Uzbekistan "On Additional Measures to Further Develop the Culture and Arts Sector," students should be taught proficiency in at least one national musical instrument like *dutar*, *doira*, *tanbur*, *rubab*, *gijjak*, or *nay*, with relevant records added to their educational documents (certificates). Additionally, weekly music classes should be allocated time, along with practical workshops and optional lessons for playing national instruments.

Influencing art within the educational environment prepares students to accept new experiences, especially those related to artistic practices.

Having a strong foundation in values and beliefs provides a person with solid spiritual security. This arises from the knowledge and concepts gained from practices that shape these values and beliefs.

There is very little local literature on the role of classical music as an element of artistic education and its function in ensuring spiritual development. The experience of music as a cultural phenomenon in education has been analyzed from a socio-cultural perspective.

Education is a social process requiring interaction with others [18:328]. Engaging with music as an educational space and tool helps develop social skills in children. Participation in musical activities creates a lexicon of experiences, making it easier to understand and accept other experiences, as music is considered "one of the languages of childhood" [18:329].

#### **LITERATURE REVIEW AND METHODS.**

Music is one of the important tools in socializing children and engaging them in cultural activities. Professor Jahnella Tafuri [20] of the "G.B. Martini" Conservatory in Bologna, Italy, views music as a human activity and emphasizes its role as a socially valuable phenomenon. Music enhances children's interests and even makes tedious study activities more engaging. In this process, enjoyment [15:229], participation, play, and opportunities for independent decision-making are strengthened. Such engagement with music also helps build self-confidence, a sign of self-understanding.

The art of music fundamentally differs from other art forms; it affects the inner world of humans and evokes various images, thoughts, and emotions in our minds. Humans perceive music through listening. Hence, each piece of music creates different imaginings in people [17:5].

Cultural experiences in childhood, especially those related to music, are crucial in developing children's social skills and cultural understanding. "Children learn about culture, interpret, and understand it through musical communities, utilizing integrated musical skills in music and cultural education" [9:266]. Musical education introduces children from an early age to a "musical community that integrates art into their lives as an interesting foundation" [9:266]. These art forms help children understand their surroundings and analyze the values reflected in their experiences. Music not only shapes individual relationships but also develops other relationships, evident in national classical music works, folklore songs, and bakhshi creations. Music is a sociocultural product with political and moral significance [12]. As a cultural product, it relies on traditional heritage bearers—namely, societal norms. This norm plays an important role in moral education since music education includes ethical upbringing.

In many countries, "collective socialist, moral, and family values are still recognized as central components of ethical and music education" [12:78]. These values encompass spiritual values embodied in sociocultural ideologies.

## RESULTS

Moral education holds particular importance in childhood education. Musical activities are particularly used to develop moral education, especially in preschool education. This process focuses on nurturing qualities such as empathy, respect, courage, honesty, responsibility, and cooperation [14:340]. It has been confirmed that drama and songs have the power to enhance children's ability to understand their own needs and those of others [14:345]. The ability to empathize with others is one of the core principles of many beliefs; if music education develops this aspect in childhood, it plays a crucial role in developing social and spiritual virtues.

Based on J. Piaget's educational theories, Professor David J Hargreaves of Roehampton University advances the concept that children actively and continuously engage with their environment to understand it. Each experience enhances the ability to shape future experiences, as the child possesses a "basic template used to assimilate new knowledge and experiences" [12:12]. Once new knowledge and skills are assimilated, the child's capabilities increase, and new knowledge builds upon old, resulting in a continuous process of growth and development.

Transformation through music encompasses changes in relationships, aesthetic awareness development, and increased problem-solving abilities. Music is a vital tool in creating modern forms of identity [13:3].

According to Professor Christina Doddington of Cambridge University [8:60], "the feeling human body allows us to be both consciously and openly engaged with the world." Humans perceive their surroundings through senses. Perception enables the individual to establish reciprocal relationships with themselves and others (people, objects), thereby shaping their understanding of themselves and the world.

The analysis of the above literature indicates that childhood cultural and artistic experiences have not been explicitly recognized as educational factors serving to form spiritual security. Therefore, there is a need to conduct a deeper analysis of these experiences and their transformative educational powers. Transformative education [8] involves directing change not just in behavior but also in perception and relationships. Spirituality is crucial for general awareness, which in turn influences the types and quality of relationships shaped by the individual.

## DISCUSSION

Historical sources note that music has been used as a tool to reinforce spiritual development over the centuries [1]. The main issue explored in this article is how cultural and artistic experiences in childhood play a transformative role in developing education oriented towards spiritual security?

According to Professor Devid Hargreaves of Roehampton University [11], aesthetic development means appreciating and becoming familiar with concepts of beauty, order, and harmony. These elements are integral parts of spiritual experiences and have shaped my song selection criteria.

According to Dr. Andrew-John Bethke, Associate Professor at KwaZulu-Natal University [12:7], "social and cultural education is carried out personally and collectively through stories, songs, and patterns." The significance of music lies in its "ability to adapt to change and various contexts" [13:9].

Concepts of personal, cultural, and national identity are the basis of psychological and social stability, formed from childhood [2]. Discussing a mature Christian singer, British ethnomusicologist and social anthropologist John Anthony Randall Blacking [5:31] emphasized that "songs are performed based on the performer's previous experiences." Therefore, if spiritual security is to be established, cultural experiences from childhood are of great importance. As one grows older, songs serve as a lexicon helping them connect with the world and understand new situations. Moreover, as Dr. Sophie Clair Ward of Durham University [21:109] emphasized, music's place in societal life is considered one of the keys to personal development through academic education.

According to Professor Martin Clayton, an ethnomusicologist at Durham University [6:35], "musical actions serve as crucial tools in forming and managing relationships between individuals and groups." Music acts as a primary tool in strengthening relationships between individuals and others [3:2].

The fundamental principle in providing music education to children is that "every human is biologically and socially endowed with musical abilities and capable of musical communication" [10:472]. This foundational principle justifies the need to provide musical experiences to all children regardless of their abilities and background. Creating musical opportunities for children and youth leads to the development of skills that will benefit them in the future [10:472]. However, this education and opportunities must be directed within a clear purpose and goal framework.

In Western mass schools, music education initially aimed to enrich students' repertoires with religious songs and develop their singing abilities [1:24]. This process was repeated in colonies, where mainly English folk songs, children's songs, and Sunday school songs were taught [2]. Song performances not only enhance musical skills but also serve as a means of instilling a particular worldview and traditional culture, thereby defining religious and spiritual directions.

## CONCLUSION.

Transformative education is realized through cultural and artistic experiences because students understand how their environments and structures influence their ways of thinking. Participation in cultural events, mutual communication, and role-sharing create opportunities to understand what relates to what, allowing students to form substantial opinions.

By leveraging knowledge, skills, and relationships developed across various forms and stages of education, we can influence decisions and activities that strengthen spiritual



consciousness, religious practice, and security. Precisely through this early influence, I gradually developed the ability to act in spiritual, physical, emotional, and psychological areas. In this way, the educational goals of “balanced development of physical, mental, and spiritual strengths” can be achieved [23:13].

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