



INTEGRATION OF MUSIC THERAPY INTO EDUCATION IN THE EXPERIENCE OF FOREIGN COUNTRIES

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Annotatsiya: Mazkur maqolada AQSH, Germaniya, Janubiy Koreya, Finlyandiya kabi rivojlangan davlatlar tajribasi asosida musiqa terapiyasining ta’lim tizimiga integratsiyalashuvi tahlil qilingan. Har bir mamlakatda qo’llanilgan metodik modellar, ularning amaliy samaradorligi, psixopedagogik muammolarni bartaraf etishdagi o’rni yoritilgan. Tadqiqot solishtirma va statistik usullar asosida olib borilgan bo’lib, musiqa terapiyasining O’zbekiston ta’lim tizimiga bosqichma-bosqich tatbiq etish imkoniyatlari asoslangan holda taklif etilgan. Ilmiy yangilik sifatida maqolada ilk bor xorijiy tajriba asosida terapevtik musiqa yondashuvining milliy ta’lim tizimiga integratsiyasi uchun model va metodik tavsiyalar ishlab chiqilgan.

Kalit so’zlar: musiqa terapiyasi, ta’lim tizimi, psixopedagogika, emotsional barqarorlik, inklyuziv yondashuv, xalqaro tajriba, innovatsion pedagogika, o’quvchilar salomatligi

Аннотация: В данной статье анализируется интеграция музыкотерапии в систему образования на основе опыта развитых стран, таких как США, Германия, Южная Корея, Финляндия. Освещены методические модели, используемые в каждой стране, их практическая эффективность, роль в устранении психопедагогических проблем. Исследование проведено на основе сравнительных и статистических методов, предложены возможности поэтапного внедрения музыкотерапии в систему образования Узбекистана. В качестве научной новизны в статье впервые разработаны модель и методические рекомендации по интеграции музыкотерапевтического подхода в национальную систему образования на основе зарубежного опыта.

Ключевые слова: музыкотерапия, система образования, психопедагогика, эмоциональная устойчивость, инклюзивный подход, международный опыт, инновационная педагогика, здоровье учащихся

Abstract: This article analyzes the integration of music therapy into the education system based on the experience of developed countries such as the USA, Germany, South Korea, and Finland. The methodological models used in each country, their practical effectiveness, and their role in eliminating psych pedagogical problems are highlighted. The study was conducted based on comparative and statistical





methods, and the possibilities of gradually introducing music therapy into the education system of Uzbekistan are proposed. As a scientific novelty, the article for the first time developed a model and methodological recommendations for the integration of the therapeutic music approach into the national education system based on foreign experience.

Key words: music therapy, education system, psych pedagogy, emotional stability, inclusive approach, international experience, innovative pedagogy, student health

The modern education system needs new methodological tools to ensure the psychological stability, emotional health and social adaptation of the younger generation. Especially in the post-pandemic years, problems such as stress, decreased motivation, and decreased attention have intensified. In this context, music therapy is gaining relevance not only as a treatment, but also as an educational and pedagogical tool. The “New Uzbekistan - 2030 Strategy”, adopted in December 2021, identified the introduction of digital, innovative and health-enhancing approaches to the educational process as a special priority. At the same time, Resolution No. 395 of the Cabinet of Ministers of 2020 noted the need to expand the scope of psychological services aimed at strengthening the mental health of young students. In this context, music therapy is gaining particular relevance as an alternative way to create a healthy psycho-pedagogical environment.

Music therapy is a method aimed at improving the psychological, social and emotional state through the influence of music on the human psyche. It can serve the following educational purposes: overcoming stress, developing emotional expression, social activity, and increasing motivation for classes.

Today's global educational environment is facing several complex problems at once: stress in students, emotional instability, social isolation, digital fatigue, as well as the problems of psychological recovery after the pandemic. According to a 2022 UNICEF report, every third child aged 13-18 feels constantly nervous, anxious or depressed. In such a situation, it is emphasized that traditional educational methods are not effective enough in eliminating these psychological burdens.

It is in such circumstances that music therapy is being recognized as an alternative and modern approach with its potential to restore emotional balance, strengthen mental health, improve social relationships and increase self-confidence in students. It has been scientifically proven that music can open up emotional expression, provide active relaxation through hearing, and balance neurological activity through rhythmic and melodic stimulation. The effectiveness of therapy, especially when





working with adolescents and children with special needs, has been confirmed by international experience.

Analysis of international experiences

USA: application based on best practices and legislation

Method: In the USA, music therapy has been used in education and clinical practice since the 1940s. Today, music therapy is formalized under the Individuals with Disabilities Education Act (IDEA).

Practice: Working with students with special needs, reducing stress in general classes, restoring attention, developing social and emotional skills.

Result: In 2022, the NSCH report showed that the emotional state of students in classes where music therapy was used improved by 35%.

Analysis: This indicator shows that music therapy is used not only as a cultural activity, but also as a scientifically based pedagogical tool. In the US experience, the level of qualification of therapists and the legislative framework play an important role.

Germany: synthesis of musical expression and psychosomatics

Method: Therapy developed in psychosomatic and special pedagogical institutes. Music therapy methods are included in pedagogical education programs.

Practice: Students' free self-expression, improving social skills, strengthening psychological stability.

Result: According to the Berliner Schulprojekt (2021), disciplinary violations in classes where music therapy was introduced decreased by 28%.

Analysis: This result shows that social discipline can be improved through music. The German experience serves to develop internal analytical thinking in students.

Finland: individual approach and emotional hygiene

Method: In primary education, there are music therapy classes in each class. Music teachers work together with psychologists.





Practice: Each student receives therapeutic training in a special room to restore their emotional balance.

Result: According to the Finnish National Agency for Education (2023), psychological health improved by 42% through this method.

Analysis: The Finnish model focuses on the individual mental health of the student. This is a modern method that is being piloted in Uzbekistan.

South Korea: digitally transformed therapy

Method: A music therapy model combined with digital tools (VR, artificial intelligence).

Practice: Monitoring students' emotional health, individual therapeutic planning.

Result: According to a study by Seoul National University (2021), the level of self-esteem in VR therapy classes increased by 51%.

Analysis: The South Korean experience is an innovative model for Uzbekistan, demonstrating an approach based on modern technologies.

Japan: a combination of tradition and technology

Method: In Japanese music therapy, ancient traditional instruments (koto, shakuhachi) are combined with modern relaxation methods.

Practice: Simple, periodic relaxation music sessions are held in preschool and primary schools. Music therapy classes have also been organized at “kodomo senta” — children’s health centers.

Result: A study by Tokyo Gakugei University (2022) found that students’ attention spans increased by 37% in classes where 10 minutes of music therapy was used before class.

Analysis: The Japanese model develops national consciousness and emotional stability together by instilling national music in students’ psyches.

Analytical table: adaptation options





Country	Strengths	Adaptability to Uzbekistan
USA	Systematic work with students with special needs	Gradual introduction in inclusive education
Germany	Therapeutic methods are available in teacher training	Opening special courses in higher education
Finland	Attention to emotional balance in each class	Introducing "musical rest" in primary schools
South Korea	Integration with innovative technologies (VR, AI)	Implementation through pilot projects

Recommendations for implementation in Uzbekistan

1. Introduce special courses teaching the basics of music therapy in pedagogical universities;
2. Develop a "therapeutic music lessons" module in primary education;
3. Develop pilot programs in collaboration with psychologists and music teachers;
4. Launch digital music therapy projects in pilot schools based on VR technologies;
5. Develop therapeutic tools based on Uzbek folk melodies and maqoms.

The experience of foreign countries shows that music therapy, becoming an integral part of the education system, can be an effective tool in restoring the emotional, psychological and social health of students. As a first step in this regard in Uzbekistan, it is necessary to harmonize pedagogical methodologies with the national musical heritage and expand them based on practical experience.

Methodological model of music therapy in education

№	Psychopedagogical problem	Therapeutic music method	Expected pedagogical outcome
1	Stress, nervousness in students	Listening to classical music (maqom, baroque, piano)	Mental relaxation, normalization of heart rate
2	Inability to concentrate	Instrumental therapy (stringed instruments, strings, flute)	Strengthening of attention, increased cognitive activity





№	Psychopedagogical problem	Therapeutic music method	Expected pedagogical outcome
3	Inability to express oneself, internal blockage	Singing therapy (vocal improvisation, folk songs)	Self-confidence, formation of creative expression skills
4	Weakness in teamwork, social inadequacy	Dance and rhythm therapy (drumming, rhythmic movements)	Development of teamwork, cohesion, and coordination skills
5	Depression and mental instability	Musical breathing exercises, meditative background music	Emotional stability and emotional balance restored
6	Students are tired of class, attendance is reduced	Interactive musical games (role-playing dramatic improvisation)	Increases motivation for lessons, active participation, and energy restored

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