

# The Role of Music Education in the Formation of Cultural Identity in the Modern World

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## Abstract

The modern development of art education, which has been influenced by globalisation, demonstrates the relevance of studying music education processes, mainly because of the importance of musical art for the dialogue of cultures at the present stage. The article's purpose is to explore the role of music education in forming cultural identity in the modern world. A purposive sampling survey was used to achieve this goal. This method made it possible to study the opinions of teachers with experience in music education. The purposive sampling was also based on expertise, which resulted in the selection of 15 participants with different experiences in music teaching. The results indicate that ethnic culture in the music education curriculum has made it possible to teach students historical experience that supports an appropriate level of patriotism and contributes to the most common elements that influence the development of cultural identity: research on folk music, work on the study of musical history and the work of leading national composers, and the use of traditional musical instruments. The survey revealed that music education is highly effective in building cultural identity. The majority of respondents (60% of respondents) pointed to the particular importance of music education. Interactive learning, the project method, the immersion method, role-playing and dramatisation are used to develop cultural identity. The conclusions emphasise the importance of music education in the modern educational process, including the development of cultural competence.

**Keywords:** cultural identity, aesthetic education, intercultural communication, national identity, artistic integration

## 1. Introduction

### 1.1 Introduce the Problem

Given the ongoing globalisation transformations brought about by the information revolution, current educational trends face an intense shift in cultural values. At the same time, music has always served as a powerful component of national and cultural expression and has significant potential. The latter also influences the formation and preservation of cultural identity, especially among today's youth. In addition, modern studies have shown that music has always played an essential role in people's lives, among other art forms, as it contributes to the knowledge of the external (surrounding) world through emotions and ensures its aesthetic acceptance through individual sound associations (Barton & Riddle, 2021; Medic, 2022). It also strongly influences the individual and his or her spiritual formation and development. In today's world, where cultural processes are influenced by mass culture and the synthesis of different traditions, preserving and forming a clear cultural identity is an important task for modern educators. Accordingly, music education can serve as a mechanism for preserving national traditions and cultural characteristics.

On the other hand, this problem is relevant in terms of the formation of national identity and the growth of intercultural interaction. Music, which plays the role of a universal language, makes it possible to build bridges between different cultures. This approach is important in the modern pedagogical discourse on music education (Yoon, 2021). Therefore, given the accepted concepts and opinions, this problem is important and relevant for study, as it will demonstrate the potential of modern music education in the system of cultural identity formation.

### *1.2 Explore Importance of the Problem*

Therefore, given the previous statements, it is important to form a musical culture in society, which is an urgent task of our time. However, despite the undoubted importance of music education in maintaining cultural values, this research problem remains insufficiently studied today. In addition, there are also certain differences in the views of researchers on its meaning and role. On the one hand, there is a position in the modern scientific discourse that music education contributes to the development of the individual, national consciousness, and emotional stability. In addition, some point to its potential for general cultural enrichment (Martynenko et al., 2023). However, some critics and researchers emphasise that in the current world of mass culture and rapidly changing trends, traditional music education may lose its meaning or relevance as it gives way to modern digital platforms. The latter are not always directed towards forming cultural identity (Yoon, 2021). Thus, this research problem is both complex and relevant. This issue also deserves attention, as current trends in cultural globalisation and the loss of interest in traditional music threaten preserving historical and cultural heritage. For this reason, the new study will provide a better understanding of how music education can effectively influence the formation of current cultural identity. This work will demonstrate the importance of music education for the awareness and development of cultural identity, particularly by exploring the relationship between learning about musical heritage and cultural awareness.

### *1.3 Describe Relevant Scholarship*

Modern researchers have pointed to the potential for developing modern music education, which should align with current global trends (Djohan & Sittiprapaporn, 2023; Fraser et al., 2021). In particular, several works by contemporary authors emphasise the importance of using modern technologies (virtual and augmented reality, simulation technologies, and digital resources) to support students' motivation. Acquilino and Scavone (2022) described the current direction of the development of music pedagogy and emphasised the importance of using modern technologies and tools. At the same time, Asztalos (2021) pointed to digital transformation in the music teaching system. Bower (2023) explored current trends in musicology research, and the author also drew attention to digitalisation trends. Cao (2022) identified the importance of using modern computer systems in training music specialists. The author determined that it is important to increase the effectiveness of teaching and learning with the help of the latest tools. Cayari (2020) described popular practices of learning music in online learning environments. Such online environments develop multicultural skills and allow learners to interact with different students and teachers worldwide. At the same time, these environments enable students to recognise the value of their own cultural identity.

Creech et al. (2020) described the formation and development of different musical abilities through technology and social media. These tools also contribute to the development of intercultural dialogue. The study by de Bruin (2021) presents the main challenges faced by instrumental music teachers. Deliyannis et al. (2024) described the navigation of digital boundaries in music education. The author also described various digital projects in music education in Europe. At the same time, Deng (2024) described various innovative strategies for reforming artistic practice in the current higher music education environment. The author focused on the study of information synthesis technology. Devadze and Gechbaia (2024) described the main conditions and features of using virtual reality tools in the educational process to increase motivation and interest among modern students. However, García Gil et al. (2022) critically reflected on the spread of virtual music education. On the other hand, Yu et al. (2023) assessed the importance of using artificial intelligence technologies to support the current music education system. Zhang & Song (2024) developed an interactive platform for music education learning.

Dushniy et al. (2024) described the significant impact of globalisation on the development of music performance. These authors described the challenges and the main opportunities for the development of music education in the 21st century. Fingerhut et al. (2021) identified the importance of forming aesthetic taste in music and art to develop a culturally developed personality.

Thus, contemporary scholars mostly emphasise the importance of digital transformation of music education and identify the significant potential of modern interactive technologies in this process. At the same time, some studies emphasise that these digital environments have significant potential to support multicultural or cultural identity. However, a gap in current research is the lack of a comprehensive cross-sectional study that would empirically test the importance of music education for cultural identity formation and identify the relationship between musical heritage and cultural consciousness. Accordingly, this study will attempt to fill this gap and identify music education's significant role in forming and developing cultural identity. The paper will also examine how digital instruments influence music education and contribute to the formation of cultural awareness.

#### 1.4 State Hypotheses and Their Correspondence to Research Design

Therefore, the purpose of this study is to determine the role of music education in the formation of cultural identity. To do this, the following hypotheses will be confirmed or refuted.

- 1) Music education plays a vital role in the system of cultural identity formation, as it influences the development of national consciousness and respect for the people's cultural heritage.
- 2) Modern teachers use various technologies and methods to develop cultural awareness in music education.
- 3) Modern teachers emphasise adapting music education to new cultural conditions and using modern tools and technologies.

## 2. Method

### 2.1 Research Design

The study is based on the collection of qualitative data from music teachers. The article is a cross-sectional study involving respondents from different groups. The advantage of this approach is the possibility of collecting the same type of material and observing the variables under study without external intervention. The study's methodological basis is the use of qualitative methods.

### 2.2 Sample and Participants

For this study, a purposive sample was used, i.e., participants who best fit the purpose and criteria of the study were selected. Such a sample is usually focused on something other than randomness but on relevance and a clear understanding of the research question. To study the role of music education in the system of cultural identity formation, this method allowed us to focus on teachers with experience in music education. Criteria for including teachers: 1. Experience teaching music (at least 2 years). 2. Possession of knowledge of the cultural peculiarities of music education. 3. Possess modern teaching methods and the ability to use innovative technologies and tools. 4. Knowledge of the cultural characteristics of music education. 5. Experience working in urban or rural schools (taking into account the context of the educational environment). 6. Receiving international training or specialized training in the methods of Dalcroze, Kodaly, Orff or other modern approaches to music education. This purposive sampling also focused on expertise. As this work involved the inclusion of teachers, purposive sampling allowed for the selection of those with expertise in music education. The authors paid special attention to the educational context of the country in which the study participants work. The participants teach in schools where music education is part of the national curriculum, which regulates the choice of repertoire, textbooks and methodological materials. Some of the participants had experience teaching in conditions where there are standardized requirements for the educational process. For this reason, the approaches described in the works of Allsup et al. (2024), in particular his ideas about music education that takes into account the sociocultural context and contributes to the expansion of students' musical experience, seem important.

In this way, 15 participants with different experiences in teaching music were selected. The participants were recruited from different levels of education (see Table 1).

**Table 1.** Data of the Study Participants

Teaching experience	From 2 to 5 years	From 5 to 10 years	More than 10 years
N	4	8	3
%	26.67%	53.33%	20.00%
Type of educational institution	University, research institution	Music Academy	Colleges and schools
N	9	3	3
%	60.00%	20.00%	20.00%
Age	From 25 to 35	From 35 to 50	From 50
N	4	7	5
%	26.67%	46.67%	33.33%

Source: compiled by the authors

### 2.3 Procedure and Tools

The research procedure was phased. First, the teachers were familiarised with the study's main objectives and a convenient time for the survey was agreed upon. All teachers agreed to processing their data and answers in this study by signing a personal informative consent. The main tool for the study was a questionnaire, which was conducted on the Google Forms platform. A special time was allocated for completing this survey - 3 days. During this time, participants had the opportunity to read the questions and provide thoughtful answers. The questions were formed combined: closed and open (see Table 2).

**Table 2.** Main Questions in the Questionnaire

Direction	Question
Data	1. Please enter your age 2. Please indicate the type of your educational institution 3. What is your teaching experience?
The role of music education	4) What components of music education best contribute to the formation of cultural identity? 5. Assess the effectiveness of music education in the system of cultural identity support (from 1 to 5)
Formation of cultural identity	6. Does your educational institution pay enough attention to Ukrainian culture as part of music studies? (Please provide a score from 1 to 5). 7. How often do you discuss the importance of music in shaping cultural identity? A) Often B) Sometimes C) Rarely D) Never D) It is difficult to determine
Identification of challenges	8. What teaching methods and tools are important for the development of cultural identity? 9. What technologies do you use to integrate elements of cultural identity? 10. Are there any challenges to integrating elements of cultural identity into music teaching?

Source: compiled by the authors

### 2.4 Data Analysis

The study used qualitative analysis, which allowed for effectively processing the survey data. Qualitative analysis is a research method in which characteristics are defined and described without using any quantitative measurements and, therefore, is based on the subjective interpretation of the observer. The coding method was used to process the data obtained; in particular, all the questions from the questionnaire were divided into three large sectors: data, the role of music education in the system of cultural identity formation, and identification of challenges. All data were recorded and distributed in these columns for processing. A comparative analysis was also used to compare the study participants' responses.

## 3. Results

Modern education and other public administration bodies work on forming historical and cultural memory and national consciousness and establishing ideas or values, social principles, and norms. By introducing knowledge of ethnic culture into the music education curriculum, teachers can equip students with historical experience. The ethno-cultural education system encourages students to actively participate in the state governance system and supports an appropriate level of patriotism and love for their homeland. Among the most common elements that influence the development of cultural identity in music education are the study of folk music (8 people mentioned), familiarisation with musical history and study of leading national composers (9 people), and the use of traditional musical instruments (7 people). Integrating local customs and traditions into music lessons and performing music from different cultures is also important (5 and 7 mentions, respectively). Table 3 shows the quantitative distribution of answers.

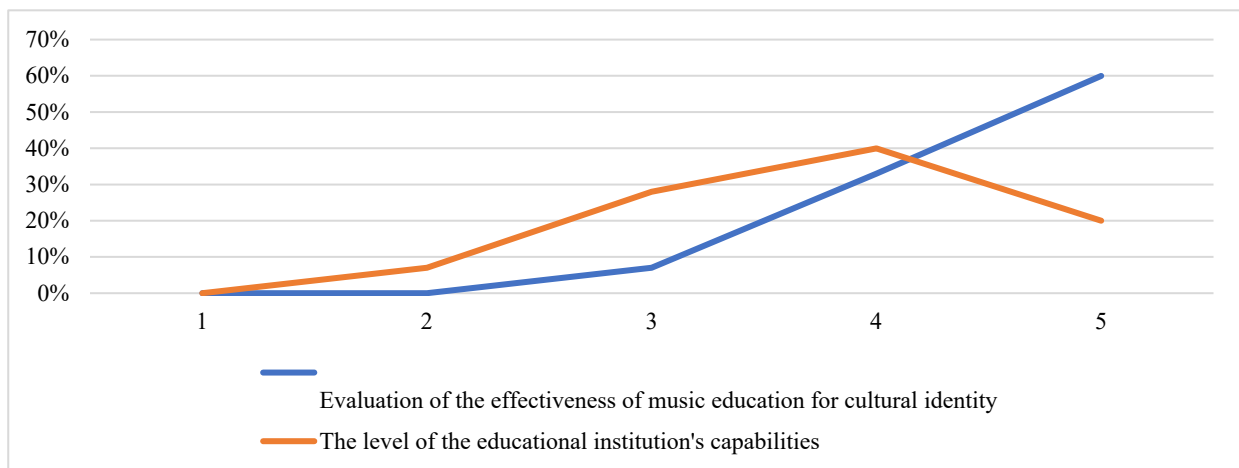
**Table 3.** Quantitative Distribution of Responses to the Main Elements of Music Education That Contribute to Cultural Identity

Elements	N	%
Learning folk music	8	53, 33%
Research of musical history, acquaintance with leading national composers	9	60, 00%
Use of traditional musical instruments in the training of specialists	7	46, 67%
Integrating local traditions into music lessons	5	33, 33%
Research and performance of music from different cultures	7	46, 67%

Source: compiled by the authors

A thorough introduction to folk music allows students to better understand and develop their cultural roots and traditions. It is also important to study music theory and composition. This allows them not only to perform music practically but also to create new works and express their cultural feelings. At the same time, studying musical history and leading composers' works is an important area. A historical musical foundation gives students an important understanding of their country's musical heritage. At the same time, it is also worth noting that performing music from different national cultures enables students to develop skills of tolerance and respect for other people. These classes also broaden the students' general outlook.

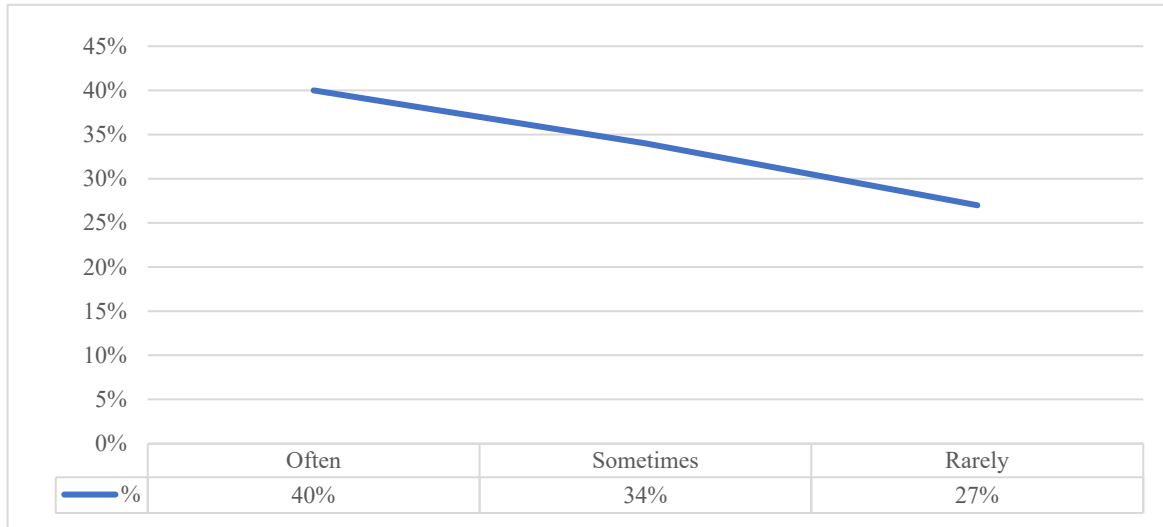
For this reason, teachers highly appreciated the effectiveness of music education in supporting cultural awareness. In particular, 60% of the respondents indicated a score of 5, indicating the importance of music education. In addition, 33.33% indicated a score of 4, indicating the high potential of music in the system of cultural identity formation. 6.67% of the respondents rated this potential as moderate. An important part of the survey was to determine whether modern educational institutions pay enough attention to Ukrainian culture in the study of music. Accordingly, 20% rated this indicator at 5 points. At the same time, 40% indicated a score of 4, and another 26.67% gave a score of 3, indicating an average level of importance. Figure 1 shows the respondents' answers in detail through graphs.



**Figure 1.** Assessments of the Educational Institution's Capacity and Effectiveness of Music Education for Cultural Identity

Source: compiled by the authors

Thus, not all educational institutions can demonstrate the potential of people's cultural identity during the training of music education specialists. Nevertheless, the survey data showed a high frequency of teachers' discussions about the importance of music in shaping cultural identity (often 40% of respondents, sometimes 33.33%, rarely 26.67%). However, not a single survey participant indicated that they never discussed (in various forms) the importance of music in forming cultural identity.



**Figure 2.** Frequency of Using Discussions About the Importance of Music in the System of Cultural Identity Formation

Source: compiled by the authors

Using modern teaching methods and tools to develop cultural identity is important. In particular, interactive learning allows for such forms as discussion, debate, and group projects. In such classes, students can discuss national and cultural issues. The method of projects, which can be aimed at studying the history, art or traditions of national culture or the culture of other nations, also stands out against this background. This method allows one to better understand one's own culture and develop a thorough knowledge of other cultures and peoples. At the same time, the immersion method is also important, as it involves using specific cultural activities where students can communicate about the culture. Role-playing and drama are also responsible for forming cultural identity in music classes. In addition, inviting guest artists, musicians, or other cultural figures to lecture classes is important. Such meetings allow students to realise an example of living culture and creative reinterpretation of traditions. The role of local history excursions and visits to cultural centres (museums, exhibitions, philharmonic societies) is also worth mentioning. Such visits can also contribute to expanding knowledge about cultural heritage. Table 4 shows the number of mentions of these methods in the survey.

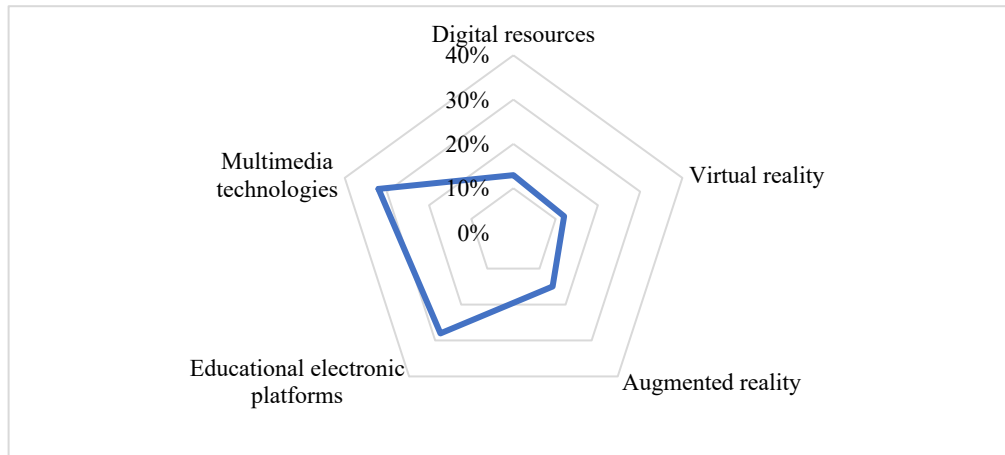
**Table 4.** The Main Methods of Cultural Identity Formation in Music Education

Methods	N	%
Interactive learning	9	60%
Completion of individual or group projects (presentations, essays, essays on the history of music culture, famous representatives, etc.)	8	53, 33%
Immersion method (using modern technologies)	9	60%
Role play and drama	4	26.67%
Inviting guest artists to lecture classes	7	46, 67%
Participation in local history excursions and visits to cultural centres	8	53, 33%

Source: compiled by the authors

Thus, these methods form an effective educational and cultural environment where students can understand and develop their cultural identity. Also, these methods can potentially appreciate other nations' cultures. Modern educators use various innovative technologies to integrate elements of cultural identity, as evidenced by the survey results (see Figure 3). In particular, modern technologies and tools can significantly contribute to cultural identity formation in the educational process. For example, using modern digital resources and virtual and augmented reality technologies is essential. The latter has the potential to develop practical skills and abilities and allows virtual tours to showcase historical sites. Thus, they make it possible to immerse oneself in the cultural environment of different

countries. In this context, the potential of multimedia resources is also notable, as they allow for the visualisation of essential topics. These technologies are the most popular among the surveyed participants. At the same time, it is also important to use electronic platforms to share materials. Interactive platforms like Zoom, Moodle, Google Classroom, or Padlet allow students to create interactive music projects, share research, etc. The use of social media is important primarily in terms of sharing cultural knowledge, creating thematic groups, or disseminating national songs or traditions. Figure 3 shows the frequency of use of these technologies by modern teachers.



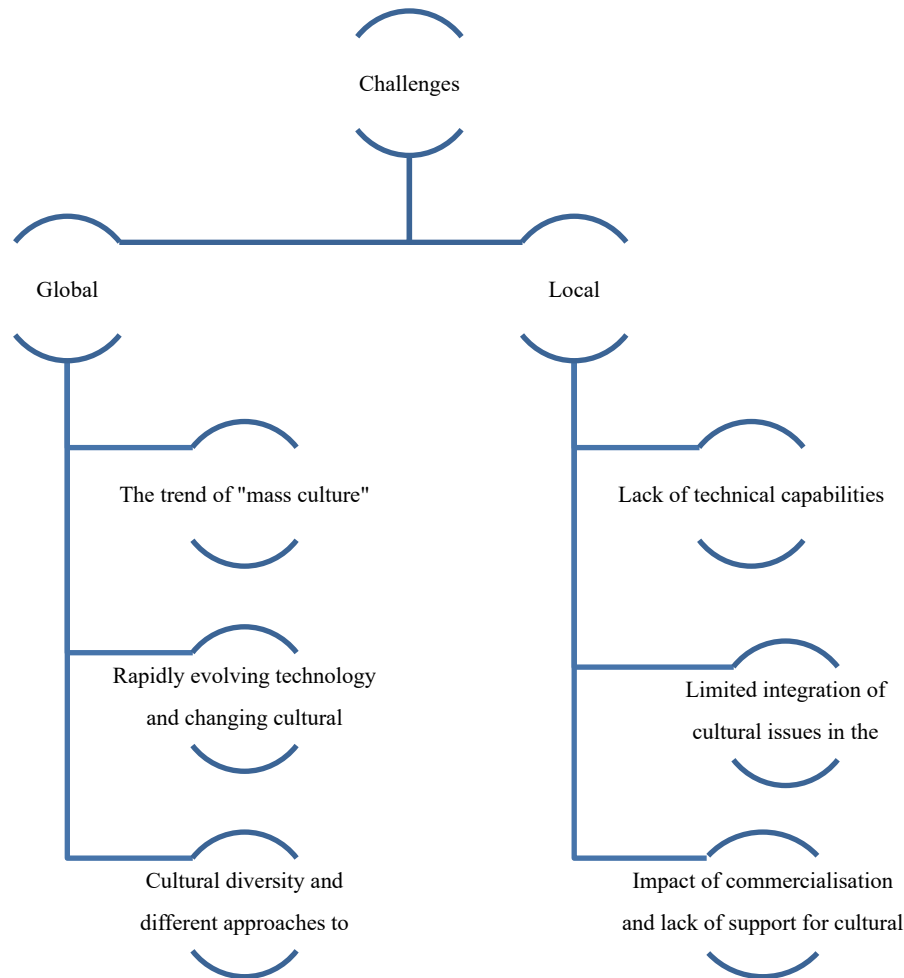
**Figure 3.** Frequency of Using Innovative Technologies by Modern Teachers in Music Education

Source: compiled by the authors

Thus, modern teachers use various technologies in music education. Their potential is essential for immersion in the learning environment (development of practical skills) and for demonstrating valuable theoretical materials (important for learning music theory). At the same time, the widespread integration of such technologies into the educational process not only contributes to its modernisation but also affects students' motivation to study new topics in music education.

In addition, the effective use of these technologies makes the learning process accessible and helps students feel connected to their cultural heritage. However, the formation of cultural awareness in the music education system may face several important challenges, which can be divided into global and local. Among the global ones, we note the dominance of the trend of mass culture. In particular, young people today often focus on popular music of global significance, which reduces their interest in local musical practices. The rapid development of technology and changes in cultural orientations are also a significant challenge. In particular, due to the active use of digital resources, there is a noticeable decline in demand for live music performances, which limits the opportunities for the development of authentic music (see Figure 4).

As can be seen from Figure 4, the need for more material and technical resources is a notable local difficulty. In particular, modern educational institutions need more financial resources to purchase effective traditional instruments or organize cultural events. In addition, the limited integration of cultural issues into modern curricula is a significant challenge. In particular, developing a holistic curriculum synthesising the study of culture, music, and history is less popular today. At the same time, the impact of commercialization, which can be felt significantly at the local level, can influence the emergence of a simplistic understanding of national culture. Addressing these challenges requires a comprehensive approach, including curriculum renewal and adequate public or private support.



**Figure 4.** Identified Challenges Affecting the Development of Cultural Awareness

Source: compiled by the authors

#### 4. Discussion

Given the purpose of the study, namely, to determine the role of music education in supporting cultural identity, this research confirmed several previously formed hypotheses. The first hypothesis was that music education plays an important role in the system of cultural identity formation, as it influences the development of national consciousness and respect for the people's cultural heritage. Accordingly, the results demonstrate that modern music education, based on integrating the latest methods and technologies, contributes to cultural identity development. The analysis has shown that modern education, combined with the specifics of the functioning of public administration, performs an important job in shaping historical and cultural memory. Ethnic culture in the music education curriculum has made it possible to teach students about historical experience, which supports an appropriate level of patriotism. The interviewed teachers noted that by learning national music, getting to know historical musical traditions and developing skills in their interpretation, students strengthen their cultural roots and develop a sense of national identity. Modern studies examining the potential of innovation and new technological solutions also point to this problem; in particular, Pletsan (2021) points to the main theoretical and methodological principles of forming digital cultural space. This is in line with the present study, which indicates that the culture of change in the arts industries contributes to the intensification of digital culture, which penetrates both the mechanisms of communication between art and the audience and the way artworks are created (Gaunt et al., 2021; Jiyenbaevich, 2021). The study also confirmed the following hypothesis: modern teachers use different technologies and methods to develop a cultural identity in music education. Accordingly, the results demonstrated that teachers use different teaching methods: interactive learning, individual or group projects, immersion, role-playing, inviting professional musicians to the classroom, visiting cultural centres, etc. Modern scholars have emphasised the importance of a comprehensive



approach when using different teaching methods, which also correlates with this study (Mellizo, 2020; Bhandari, 2023; Jarvis, 2023). However, research has mainly emphasised the potential of integrated learning and the project method, while this study emphasises the role of synthesising different teaching methods and technologies. Among modern technologies, digital resources, virtual or augmented reality technologies, multimedia, and e-learning platforms play a prominent role. The data obtained correlates with the results of several contemporary scholars who also state that music education plays an important role in the formation of cultural identity, as it allows not only learning different musical styles and traditions but also the develop personal and social qualities (Karjalainen, 2020; Liu et al., 2022). At the same time, they point out the potential of various technologies. This study indirectly mentions the role of social media but does not mention the potential of Internet resources, as indicated by the results of other researchers (Løkke Jakobsen et al., 2023; Shaw & Mayo, 2021). Although the study briefly mentions the formation of intercultural learning environments, other scientific studies consider this aspect in more detail. Several studies point to the potential of collaborative platforms to bring together students from different countries (Kang, 2024; Humberstone et al., 2024; MacDonald et al., 2021). Accordingly, these statements complement this study and point to the potential of remote platforms for exchanging cultural values and musical traditions. The study points to the importance of using virtual and augmented reality technologies that develop practical skills in students. These results correlate with the works of other authors who have identified that VR helps students to "visit" concerts of different nations and experience unique musical traditions (Won, 2020; MacDonald et al., 2021; Vasil, 2020). Such processes contribute to a significant expansion of the cultural outlook. Comparing the results obtained with the works of other authors, it is noticeable that the study does not indicate the potential of automated assessment tools, as they do not entirely contribute to cultural identity development. However, several works by contemporary authors indicate that such services allow for analysis of the quality of performance and improve technique and understanding of musical nuances (Vasil, 2020). Also, comparing the results, it is noticeable that modern teachers did not point out the potential of modern tools for creating a culturally inclusive environment. However, this topic is important and popular in other scientific studies. In particular, Boddie (2023) states that with the help of special tools and programmes, inclusive education allows everyone to participate in music learning, regardless of physical abilities. Accordingly, this trend contributes to the integration of different cultural groups and the understanding of identity. The study also confirms the last thesis, which concerns adapting music education to new cultural conditions and using modern tools and technologies. In particular, the results identify the main challenges that affect the development of cultural awareness within music education. They are divided into the following categories: global (spread of the philosophy of mass culture, rapid changes in cultural orientations, difficulty in understanding cultural diversity) and local (lack of technical capabilities, competence of teachers, limited integration of cultural issues into curricula). These results are also confirmed in the works of other scholars who have pointed out the importance of qualified teacher training in the use of modern technological innovations (Rudenko & Kharkov, 2023; Wang, 2024). The long-term effects of introducing cultural identity in music education are also important. Modern teaching methods that integrate cultural identity contribute to the preservation of traditions and the development of intercultural competence. This study has shown that such approaches enhance cultural continuity and improve students' cognitive development and adaptability in a multicultural environment. In addition, as shown in other works, the use of digital resources can provide the accessibility of cultural content (Bulavko et al., 2013; Bulavko et al., 2015). However, it is also worth noting that the introduction of cultural identity topics in digital music education may face a number of important limits. In particular, one of the main obstacles is unequal access to digital technologies. In many regions, especially in rural areas, students and teachers may have limited access to the necessary digital resources (Safarli et al., 2024). This is also supported by other works that indicate that educational institutions in Africa or Latin America educational institutions do not have stable internet connections or adequate financial resources (Wang, 2024; Shaw & Mayo, 2021; Mazur et al., 2024). There are also pedagogical challenges. For example, learning platforms and digital tools are often oriented to dominant musical traditions and take into account classical music trends. At the same time, teachers in some cases may not have the proper tools to integrate authentic music from their culture into the digital environment. For example, in the case of studying traditional Ukrainian culture, there is a lack of digital archives. (Merenuk & Parshyn, 2024; Rudenko & Kharkov, 2023). Besides curricula in many countries are focused on standardized music teaching. As a result, this can ignore cultural diversity. To overcome these limitations, researchers suggest integrating intercultural approaches. In the current scientific discourse, it is determined that they provide adaptive and inclusive teaching. For example, Deliyannis et al. (2024) emphasized the importance of collaborating with carriers of musical traditions, not just using digital recordings. Such approaches are already being used in Finland. In particular, in this country, digital platforms integrate local music archives that preserve the cultural heritage of the region. Thus, the theoretical significance of this study lies in the comprehensive coverage of the role of modern methods and technologies in the system of

cultural identity development within music education. However, this study has certain limitations to consider when interpreting the data. The first limitation is that the survey was conducted with a small number of people (15), and therefore, in future studies, it is necessary to expand the participants and provide a comprehensive understanding of the role of music education. Consequently, the data obtained may be limited in representativeness and may not consider the diversity of views among teachers from other regions. In addition, the comparison of the data used mainly modern English-language works. Accordingly, future studies will conduct a critical comparative analysis of the current scientific literature using many studies. The data's subjectivity should be considered, which can be an important limitation. The views of the interviewed teachers on the importance of music education in forming cultural identity may be subjective, in particular, depending on their personal experience or their own beliefs. Therefore, this may affect the objectivity of the data obtained and analysed. It is also worth considering the possibility of obtaining socially desirable answers. The interviewed teachers could provide answers that they considered socially or professionally acceptable. For this reason, there may be a bias in the study results. Thus, these limitations should be considered when interpreting the results to draw more objective and deeper conclusions about the importance of music education for the development of cultural identity.

## 5. Conclusions

Thus, professional music education is vital in forming cultural self-acceptance and identity. It has been established that in this process, music plays the role of an instrument of cultural self-awareness and intercultural awareness. Through a detailed study of national musical compositions, historical traditions of their formation, and the life and work of leading artists, students can strengthen their cultural foundations and develop a sense of national identity. A detailed acquaintance with folk music allows students to understand their cultural roots and study the theory and composition of folk music, biographies and works of famous composers. At the same time, performing music of different national cultures allows students to develop skills of tolerance and respect for other people, which significantly broadens the general outlook of students. The survey revealed the high effectiveness of music education in building cultural identity. The majority of respondents (60% of respondents) pointed to the particular importance of music education. Another significant result of the work with respondents was that modern educational institutions have been shown to pay sufficient attention to studying Ukrainian culture in music and music theory. The study identifies the main methods and technologies that contribute to cultural identity development in music education. Among the main methods, a vital role is played by interactive learning, individual or group projects, immersion, role-playing games, invitations to lecture classes of guest professional musicians, and visits to cultural centres. Modern technologies, such as virtual reality, digital resources, e-learning platforms, and augmented reality, also play an essential role in this process. Their integrated use not only develops students' practical skills but also influences the formation of cultural enrichment. However, this study has also identified significant global and local challenges. Among the latter, limited resources and lack of attention to the "cultural issue" in modern curricula play an essential role. Accordingly, addressing these challenges requires a comprehensive approach involving updating curricula and attracting adequate public or private support.

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