

Features of the Formation of Aesthetic Education of Children

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Abstract: This article presents aesthetic education the content and essence of the role of extracurricular activities in familiarizing younger students with nature, specific features of the formation of aesthetic education were also determined, modern educational technologies were used in the formation of aesthetic education of students during the lesson, natural science disciplines in the formation of aesthetic education of elementary school students. place and efficiency is determined ecological thinking of students, their worldview, behavior, all forms of education in the development of ecological thinking of students: the possibilities for the formation of ecological thinking of students by providing aesthetic education in the classroom, extracurricular activities, excursions and extracurricular activities are determined.

Keywords: b elementary school, e aesthetic education, natural Sciences, nature conservation, wildlife area, aesthetic sense, beauty, modesty, morality, sophistication, education, aesthetic taste, the task of aesthetic education, training ground.

Enter. Today, the issues of nature protection and environmental safety have become a common global problem of the world community. In particular, along with the reform of all spheres of society on a global scale, the creation of environmentally stable living conditions for citizens has become a priority of state policy. To achieve the intended goal, the issues of the connection of environmental education with the spiritual life of society, in particular, the issues of using national values in educating schoolchildren of environmental knowledge and ideas, become relevant.

In fact, these problems with students are relevant not only because of a change in their attitude towards nature (because of which nature is damaged and destroyed), but the natural beauty of nature disappears, which poses a threat to human life. is also very relevant.

Younger students tend to perceive the world around them with excitement. Despite the fact that children look at everything, hold their hands, listen to the explanations of adults willingly, they cannot notice much in the surrounding events, because they pay attention to the effects that cause their emotions and interests, and ignore them. things that are important but not interesting. Accordingly, when introducing children to natural objects, special attention should be paid to their attractiveness and beauty [1].

poetic perception of nature, to understand it deeper and feel its beauty. Demonstration is also important for students to adapt to school life from play activities [2].

The organization of excursions to nature has a great influence on the development of children's aesthetic feelings, the formation of their tastes and the expansion of their horizons. The study of nature must be combined with its aesthetic perception. Because the deeper the child perceives his nature, the more it brings joy to the child, nature manifests itself before him in all its manifestations.

younger schoolchildren creative attitude to work in nature (creation of lawns, gardens, parks). This can be a corner of wildlife, work at the training ground, homework and summer assignments, extracurricular activities (selection of books for extracurricular reading, exhibitions, organization of matinees). However, aesthetic education will not be effective if all attention is focused only on the enjoyment of natural objects [3].

The task of aesthetic education:

- not only to see beauty in nature, but also to perceive it, that is, to combine aesthetic perception with perception;
- to create beauty in nature and protect it, that is, to combine the culture of work with aesthetics;
- learning to follow the rules of behavior and culture of behavior in nature and in society, that is, to combine aesthetics and ethics.

natural science, aesthetic education should be carried out comprehensively, systematically, taking into account all forms of communication between students and nature [4].

- one of the important components of aesthetic consciousness, it is the unity of feeling and thinking, an assessment that expresses human originality. A person with aesthetic taste considers the environment according to such criteria as beauty and ugliness, greatness and baseness, tragedy and fun. The presence of a high aesthetic taste has a positive effect not only on oneself, but also on others. Although this ability goes back to an innate ability, it is mainly manifested through education and social relationships. Aesthetic taste consists of a combination of both mental (understanding), and moral (perception) and emotional education [5].

Aesthetic education is, first of all, the education of artistic feelings and artistic taste in every person. Refinement, taste, feeling based on a scientific view - in the process of growing feelings and skills, a person himself is spiritually enriched, and his life becomes more meaningful. His love for the time in which he lives grows. All this forms the ability of each person to distinguish beauty from ugliness and disgust and further develops it.

Aesthetic education is so important today that taste is important both in work, and in production, and in everyday practical activities. - it has become a vital need of every person.

One of the wise men said that beauty is the younger sister of morality. In fact, education of manners and refinement are closely related. Because the result of the cultivation of refinement is seen in morals, good behavior, good attitude and love for life, the future, people and nature. Our people say: "Humility is good. " This one phrase has a deep meaning. Thanks to aesthetic education, the character of humility is formed in students. This quality is the most beautiful sign of people [6].

It should be noted that some students understand beauty in a narrow sense. That is, beauty is often considered beautiful. This is a one-sided concept. It's beautiful in every way - beauty is in the beauty of the heart, in meaningful words. No wonder our people say "Beauty is not beauty, but perfection" !

Introduction to the beauty of art and life not only educates the mind and feelings of the child, but also develops his imagination and imagination.

Acquaintance of younger schoolchildren with beauty helps them to correctly understand life events, form noble feelings and aspirations. Raising the perception of beauty in children, they are able to feel other people's experiences, share other people's joys, share their sorrows together.

Aesthetic development is a process that requires a long time for the formation and improvement of aesthetic consciousness, attitude and aesthetic activity of a person. The aesthetic development of a person occurs as a result of the creative development of socio-historical and aesthetic

experience. This is done in various ways and forms. In the aesthetic development of a person, education and training with a specific purpose play a decisive role.

Aesthetic need is a subjective factor that prompts a person to an aesthetic perception of being, artistic activity in its various forms. Aesthetic need prompts a deeper study of the laws of development of the science of beauty.

Aesthetic interest makes a person think about works of art, aesthetic perception of the surrounding being and aesthetic activity. Aesthetic interest gives rise to an aesthetic need. Along with the concept of "aesthetic education" there is also the concept of "artistic education". Art education is learning through works of art. It is aimed at developing a person's aesthetic perception of the form and content of works of art, the formation of artistic taste, the development of creative activity and performing abilities in certain types of art. Its result is manifested in the emergence of an idea, its application in practical activities, the ability to see one's own knowledge and impressions, sincere expression of one's feelings and thoughts.

material and spiritual culture in nature, society, as well as the laws of the emergence, development and functioning of aesthetic consciousness, the laws of development of art, which is one of the important methods of aesthetic knowledge. objective being, research [7].

Based on the principle of pedagogical aesthetics "Beauty means life", he considers his main task to involve the younger generation in the beauty of life, in relationships with people in marriage, to form their ability to perceive life.

Beauty makes a person noble, serves to make him a good person with high taste. Meeting with beauty awakens an aesthetic feeling, emotional excitement, indiscriminate joy. The aesthetic feeling does not have a selfish connotation, preconceived views in terms of personal interest in relation to the perceived reality. Even our ancestors wrote: "The feeling that creates beauty in a person is closest to it's like the radiant joy you get when you meet someone. We incomparably love beauty.

Beauty is created throughout the entire historical development of mankind and is part of the cultural and historical experience. Its presence, objectivity directs the development of the theory of aesthetic education and active methods of systematically imparting aesthetic experience to the younger generation and thereby ensuring their aesthetic development. Education and upbringing are the main means of mastering the aesthetic culture of society.

The relationship between aesthetic and moral education lies in the fact that the joy of a person from the perception of beauty is similar to his joy from the fact that he does good to others. On the contrary, the inability to see beauty and not enjoy it leads to bad deeds. The educational power of art is that it makes a person perceive life phenomena and phenomena with a deep feeling - excitement.

aesthetic education in primary education, the selected content of education is sorted according to the expediency of educational forms: lessons, extracurricular activities, extracurricular activities [8].

aesthetic education in the primary grades, comparative analysis, pedagogical observation, questioning, practical exercises, excursion organization processes have been tested in practice. As a result, it serves to create a modernized, improved system of formative aesthetic education in primary grades.

aesthetic education in primary school, understanding their essence, developing students' skills of independent and creative thinking is considered an urgent problem of our time. Including:

1. It has been determined that the formation of aesthetic education in primary education depends on the psychological characteristics of students, didactic principles and pedagogical skills of the teacher, which makes it possible to provide deep and thorough natural knowledge.

2. Selected materials related to the formation of aesthetic education in primary education, and developed guidelines for their practical application.

3. Selected effective methods (didactic, logical, oral presentation, observation, independent work, modern educational technologies), forms (lessons, extracurricular activities), means (distributing, didactic, technical) are determined.

The role of the natural science textbook in shaping the aesthetic education of junior schoolchildren is incomparable. The teacher teaching this subject must first of all change the child's attitude to nature from negative to positive. If every child lives in love with nature, his aesthetic education will be high. For this, it would be appropriate if we, teachers, work together on education and upbringing.

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