

Studies on the Formation of Axiological Worldview of Students Based on Aesthetic Education in Pedagogical Activity

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Abstract: This article provides information on the formation of axiological worldview of students based on aesthetic education in pedagogical activities in the modern educational system and on strengthening the spiritual education of students based on national values in the modern pedagogical education program. The main goal will be to increase the moral and educational culture of students and to increase their spiritual maturity, as well as to increase their axiological worldview. Based on these studies, opinions and opinions of experienced pedagogues-psychologists in the Republic of Uzbekistan were used. A team of pedagogues was organized and the pedagogues expressed their opinions on the formation of a broad outlook, high spirituality, and the ability to think freely in students.

Keywords: Aesthetic education, pedagogical axiology, axiological worldview, axiological consciousness, national values, pedagogical education.

Introduction

In pedagogy, information about the importance of aesthetic education is given based on the theories of formation of the axiological worldview of students in the processes of aesthetic education. Pedagogical axiology is basically a science that studies the field of pedagogical knowledge, which discusses educational values and implements an axiological approach to education, recognizing people and education as values. Nowadays, pedagogical axiology is a new branch of pedagogy about the interrelationship of educational values and aesthetic education. Because the modern society makes it possible to understand education as a goal-oriented process and result of acquiring knowledge, skills, educational and educational potential, worldview and skills of students. Its true essence is that in the process of aesthetic education, the axiological worldview of students and the importance of education in forming spirituality is very great. educational status is reflected. The main subject of pedagogical axiology is the formation of axiological consciousness, axiological worldview and axiological attitude, axiological behavior of a person. Based on the analysis of the essence of the concept of value in the theoretical sources of axiological problems, pedagogical axiology considers the concept of value as a special education that forms an individual and social consciousness that reflects an ideal model and approach in the activities of individuals and society. An individual or society as a whole is viewed as a transmitter of values, ultimately motivating human behavior and behavior. The description of behavior and behavior testifies to a person's attitude to the environment and to himself. Axiological consciousness is a form of reflection of objective existence that allows to determine the subjects of the sphere of one's life activity in the ethical and spiritual manner of aesthetic education. It is a unit of mental processes that actively participate in students' understanding of the world and their personal world, worldview, based on the reflection of existence as the world of spiritual values of students. Axiological consciousness is a special form of social consciousness, which is reflected in a unique way on the basis of pedagogical reality and a sense of valuing life. Attitudes, approaches, practices and activities based on it are also

different from others. Axiological consciousness, in turn, is inextricably linked with axiological feeling, perception, feeling of appreciation, axiological experiences, concept, behavior and thinking that express value content. If someone has a stronger sense of axiological perception and appreciation than others, the feeling associated with the feeling of appreciation may be more pronounced in his heart. In such a person, it is a natural process that valuing certain values and responsibilities related to them and activities based on them are more visible than others. When we say axiological worldview, as one of the unique components of the student's social worldview, it is a set of axiological views that determine the main direction of students' valuable attitude to reality and activity. The axiological form of worldview includes value approach, axiological attitude, axiological assessment. In the study of pedagogical reality, along with other methods of scientific knowledge, the axiological approach is of great importance. In scientific knowledge, it is extremely important to determine the values of the world, things in it, events, phenomena, etc. in the human mind, the laws, levels and possibilities of understanding the value, its standards and criteria. The spiritual and moral maturity of students is extremely wide, multifaceted, deep in terms of content and essence, and includes many areas. In Shulaming, the central place is occupied by the issue of worldview formation based on aesthetic education. Another important aspect of the worldview is that it is the perception and understanding of the reality that surrounds students, as well as its evaluation. When scientific knowledge is added to the worldview and evaluated, it serves the purpose of a person's direct, practical way in the surrounding social and natural reality. Thus, in order to achieve efficiency in mastering science and knowledge in the process of education, students have: by their very nature highly effective, lack of will, lack of self-control, in some cases, the demand it is appropriate to choose methods, tools and individual approach to them, taking into account the background and maturity of students in different conditions, not to undermine their personal dignity. Pedagogical process in general secondary educational institutions is multifaceted and requires attention to increase the effectiveness of personnel training in order to successfully carry out a balanced organization of education. In general, another important feature of the pedagogical process is the knowledge, skills and abilities, theoretical knowledge and concepts acquired by the students, the system of rules is the basis of the activity of the educational process. In this regard, acquisition of knowledge, skills and qualifications in the field of educational sciences at school; to have extensive psychological and pedagogical knowledge and skills; pedagogical thinking and pedagogical etiquette, pedagogical technique; ideological belief, moral image, spiritual growth, internal culture, organization, patience, perseverance, pedagogical skills; finding meaning in such qualities as demandingness and strict discipline are among the main characteristics. In the educational process, situations such as lack of self-control, rudeness, masculinity, undermining their dignity among friends or groups, lying, distrust, neglect, talkativeness, irresponsibility has a negative effect on the formation of the objective worldview of the teacher-student. During the school period, by distinguishing students from each other by their material, spiritual, and family conditions, a spiritual gap may arise in the thinking of the spiritual mind. In general, in the process of studying the analysis of pedagogical and psychological literature within the subject, firstly, students are armed with knowledge on the choice and direction of future professions, and secondly, they are introduced to the personality of the student. the components of his mind, his activities related to the psyche, and thirdly, he helps students to determine the variability of human psychology, because the changes that occur in the personality of the student during adolescence are directly based on the personality of the correct learner. axiological approach to the formation of an objective worldview and aimed at knowing the laws of their spiritual and physical upbringing in the educational process. It is clear from this that the worldview formed on the basis of aesthetic education is a set of consciously collected, interpreted and evaluated knowledge that determines the place and role of a person in reality. The worldview includes students' beliefs and beliefs about knowing and evaluating the world, intentions and goals, dreams and hopes, and all national values that give a certain direction to their activities. Scientific-philosophical outlook plays a key role in human activity. Its unique feature is that it provides comprehensive information to students about the general laws of development of nature, society, and human thinking. At the same time, he emphasizes that it is possible to know

the material world that surrounds a person, that matter is constantly moving and developing. Based on the philosophical worldview, people deeply understand that everything and events, processes in the objective world have an internal, necessary and important relationship with things other than themselves, influence and counter-influence. The scientific-philosophical heritage created by our thinkers and poets in the history of the Republic of Uzbekistan is an inexhaustible treasure of wealth in shaping the worldview of students, creating ideas about nature, society, human origin and development. Its efficient and effective use is an urgent task facing our independent society at the moment. In the process of education, students acquire certain knowledge, skills and abilities that create traditional, moral and intellectual qualities of a person. These are the main goals and results of the educational process. Thus, in the process of reforming the education system, new values were formed. It is desirable to create the necessary conditions for self-perception and self-expression in various areas of activity. The right way to do this is through collaboration, interaction, contribution and mutual support in pedagogy. In particular, the principle of cooperation in creating the necessary pedagogical situations - democracy, trust, mutual understanding and accepting individual interests. Educational values are aimed at humanizing it, revealing the abilities and talents of students. Humanization of education strengthens the student's desire for knowledge, increases his creative search and opportunities. Humanization of education is a method, a mechanism for the student to find ways to realize his intellectual, spiritual and moral capabilities, personal capabilities. We put forward the opinion that humanization of education turns the student into a free, independent, critical thinker. Pupils should have a broad outlook, high spirituality, and the ability to think freely. This leads to self-awareness, self-learning in the process of activity, and the search for methods of activity, understanding their essence and ensuring that they are effective. The content of a person's pride is determined. A person, an idea of his uniqueness appears. The process of general education based on the humanization of students, ensures the integrity of the professional person, his worldview, greatly strengthens the usual tasks of teaching social and humanitarian sciences and specialized classes. Students are taught educational values, the national direction of education, its harmony with national history, the preservation and enrichment of the culture and traditions of the peoples of Uzbekistan, the fact that education is an important tool for national development, the history of other nations and is to respect the culture. It is necessary to enrich pedagogical education with the culture of relationships. The organization and content of education should be based on the principle of student-teacher interaction. It is desirable for the teacher to have the necessary skills to protect the student morally and to protect him from various negative events. The spiritual renewal of society creates the value of education, as well as the choice of a profession and life path. Here, it is an important task to estimate the value of education in real conditions, to justify it and to solve it correctly in the social context. Another of the educational values is to socialize a person and restore his socio-cultural values, organize his creative activities, as well as ensure his active participation in the life of the school and society. These values develop through the process aimed at the formation of a modern personality and serve as the basis for the formation of new social values. Based on the axiological approach, the following aspects of a person's self-improvement are considered. It is advisable for pedagogues to always work together with students to improve students' moral self-regulation. The level of valuable and meaningful development of students and the organization of their work increases the effectiveness of this education. Students should have information about their conscious behavior aimed at improving themselves and their personality. It is necessary to pay attention to the education of students, strive for perfection, and turn them into good thoughts and intentions. The formation of the value system in students has a complex appearance, and this process is manifested as a set of interconnected components. The components of such an interrelated value system can include need, interest, motive, purpose of activity, moral ideals, internalization, etc. It is known that the student's actions and activities in various forms reflect his special evaluation attitude. It is the student's acquisition of new values according to the evaluative relationship, or else the existing values are further strengthened in the mind. The axiological approach to the formation of an objective worldview of readers among readers is unique in that they have knowledge, skills and qualifications, the breadth of their worldview, the ability to get out of

complex situations, and the acquisition of ideological-political, spiritual-moral qualities. Axiological (valuable) approach to pedagogical-psychological training, taking into account qualities, ingenuity, correctness, knowledge, character traits in the acquisition of consciousness, for example, learning to act in a way that gives great opportunities. These opportunities include the teaching of educational subjects in education, as well as understanding the concepts of tolerance, honesty, patriotism, friendship, responsibility, faith, respect, relying on certain criteria in this regard, requires the systematization of values used in teaching.

Conclusion

In conclusion, we should say that in pedagogical activity, the formation of axiological worldview of students on the basis of aesthetic education requires the experiential potential of pedagogical axiology from the teacher. In this way, it can shape the worldview of the activities of educational institutions aimed at solving specific problems related to the development of a valuable orientation. The main task of teachers is to be able to reflect the skillful use of all of what pedagogical axiology requires at the moment. The role of the teacher is incomparable in the educational status of students and their development into spiritually mature people.

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