



On The Issue of the Formation of Aesthetic Culture among Students of Primary Education in the Process of Teaching the Russian Language

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Abstract: This article reveals some aspects of the formation of the esthetic culture of students in the process of teaching the Russian language, analyzes the features of the upbringing of the esthetic culture of future teachers of primary education.

Keywords: *Esthetic culture, primary education, teaching process, esthetic image, monumental painting, sculpture, folk art*

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The modern development of society puts forward requirements for the further improvement of the training of teachers, which presupposes their high professional readiness along with a developed general culture. The achievement of this task largely depends on the formulation of the theoretical, methodological and organizational level of the educational process in the pedagogical institute. The close relationship between education and upbringing is very important here. And it is no coincidence that the President of the Republic of Uzbekistan Sh.M. Mirziyoyev at a solemn meeting dedicated to the Day of Teachers and Mentors emphasized - "The inimitable, unique, scientific and spiritual heritage of our great ancestors should become a permanent program of action for us. We must hold on to this immortal property, draw strength and inspiration from it, and in accordance with these ideals it is necessary to develop, first of all, the national education system" (1, p. 1).

A significant place in the formation of the general culture of a teacher-mentor belongs to aesthetic education, designed to shape the personality of a young teacher. "In order to receive aesthetic development and be ready for the implementation of aesthetic education in school," writes one of the leading scientists VA Slastonin, "a future teacher must master the basics ... of aesthetics and the history of the development of various types of art, criteria for assessing the various aesthetic phenomena of life and art, one of the types of artistic and creative activities (expressive reading, drawing, modeling, cinema, music, etc.), modern methods of aesthetic education in the classroom and in extracurricular work, creating an emotional and aesthetic atmosphere, the effective use of works of various types of art, organizing art and creative circles, conducting conversations, debates, conferences on the problems of aesthetics ..." (2. p. 19).

The fine arts, which, as V.S.Kuzin precisely notes, "... being one of the forms of social consciousness and reflection of reality, on the one hand, equips knowledge, ideas about the world around us, with on the other hand, it develops and forms feelings, an emotional and aesthetic attitude to the phenomena and events of reality ... " (3.p. 32).

These requirements for aesthetic education are fully related to the training of subject teachers in all disciplines, including in the classroom of the Russian language. The Russian language has especially great potential as an academic subject in the aesthetic education of students of groups of non-linguistic faculties (faculties of primary education, chemistry, biology, geography, economics, mathematics, etc.). According to V.G. Chernyshevsky, "... the artistic word acts by putting before our imagination an object as an aesthetic image." for children ":" Language is a tool of thinking. Language is those magical waves through which an artist, writer, poet ... conveys to the reader ... his feelings, his plastic visions, his ideas. The artist, with spoken or readable words, seems to be playing on the keyboard of the brain of his reader or listener. " A teacher, especially a literary teacher or a language teacher, also resembles, in the figurative expression of a writer, a "transmitter" transmitting his knowledge, moral and aesthetic ideals to students and schoolchildren, forming a citizen and a person in them. (4.p. 4).

The importance of aesthetic education in the professional and pedagogical training of a teacher, the formation of his aesthetic culture, the role in raising the general culture of the teacher-mentor was emphasized by many outstanding thinkers of the past centuries: Al Farabi, Abdurakhman Jami, Alisher Navoi, the great enlighteners of Russia N. Chernyshevsky, L. Tolstoy, V. Belinsky and others.

In the formation of the aesthetic culture of subject teachers, especially teachers of primary grades, art occupies a special place. The ideas of national identity and education of students on the best examples of world and artistic culture are now being embodied in textbooks and books on the history and upbringing of children. The civilizational development of Uzbekistan in the Renaissance era is necessarily and inextricably linked with the aesthetic education of students and, accordingly, with a high level of aesthetic culture of teachers. And the unique art of Uzbekistan has an outstanding place in this process.

The centuries-old art of Uzbekistan, especially the richest strata of folk art, including ancient decorative and applied art, miniature, art of calligraphy, folk musical culture - makoms, and other types occupy a leading place in the world art culture. Folk art has unique opportunities in the formation of the aesthetic culture of young people, in their aesthetic education. The role of folk art is also great in the formation of aesthetic culture in the process of teaching humanitarian subjects, including the Russian language. Based on the above provisions, we have developed and introduced into the practice of teaching the Russian language to students in the primary education direction a number of profiled texts on the Russian language based on unique types of folk art. The first lessons, of course, are dedicated to our homeland as one of the centers of world civilization.

Uzbekistan - the pearl of the East

This is a land of unique monuments of ancient architecture and the latest architectural structures, deep blue skies and majestically spreading steppes, fast flowing rivers and mountain ranges. Like the ancient majolica portals of mosques and madrasahs, huge mirrors of lakes turn blue, rushing ribbons of roads run, intertwining with magical gardens in an intricate pattern. Arrays of cotton fields sparkle with silver, contrasting with the golden sea of wheat. Manors are buried in gardens and vineyards, falling cascades of water mills are burning with crystal glitter in the sun, big cities are noisy with a multilingual dialect. Here there is a sultry summer and a fruitful golden autumn, a swallow-fast spring and a short winter. Here the signs of the gray-haired antiquity and modernity are organically intertwined.

The history of this region is complex and changeable. The Uzbek land knew the highest ups of culture and periods of civil strife, prosperity and stagnation. Time has brought to us the beautiful monuments of ancient architecture of Samarkand, Bukhara, Khiva ... The samples of monumental painting and sculpture recently discovered by Uzbek archaeologists preserved in the ruins of palaces and castles of Khalchayan, Toprak-kala, Bolalyk-tepe, Paykent, Varakhsha and Afrosiab revealed before us everything brilliance of the creation of ancient artists - architects. And today, as the President of the Republic of Uzbekistan Sh.M. Mirziyoyev at a solemn meeting dedicated to the "Day of Teacher and Tutor" a new era, the era of the Renaissance. The museums and libraries of the republic keep folios of handwritten books with beautiful miniatures, the finest ornamental decoration and exquisite handwritings of masters - calligraphers. Ceramics and embossing, wood and ganch carving, fabrics, jewelry of folk craftsmen still captivate with the richness of patterns, rich decorative forms.

The museums and libraries of the republic keep manuscript books with beautiful miniatures, ornamental decoration and changes. The chamber and chasing wood and ganch carvings and fabrics and jewelry of craftsmen still captivate with the richness of patterns and rich decorative forms. These highly artistic creations of masters of the past, along with poetry, music, folklore and epics, make up the richest artistic heritage of the Uzbek national culture.

Read the text. Give it a title. Tell us what you remember. Check yourself if you know the meaning of words and phrases from the text (translate, explain, make a phrase and a sentence): unique, folklore, mountain quack, epic, contrast, painting in ruins, chasing, calligrapher, woodcarving and ganch.

Determine the lexical meaning of these words from the dictionary: which of these words calls you specific associations with a particular type of art? architecture, majolica tiles, archeology, folios, ceramics, sculpture. Determine the meaning of the following words in the dictionary: make up a phrase or a sentence with each of the meanings: painting, chasing, golden (sea) colors.

Epithets are an artistic definition. Find epithets for the words: steppes, patterns, summer, autumn, ups, antiquity.

Answer the question, what are the artists doing (archaeologists, jewelers, carvers, sculptures).

Divide the text into semantic parts and read expressively, express the main idea.

Remember from the text of the proposal describing the nature of Uzbekistan, retell them.

Head the highlighted parts of the text (make a plan) Rewrite the text according to the plan.

However, as the analysis of scientific and pedagogical literature shows, there are practically no studies to identify the possibilities of the national fine arts in the aesthetic education of students of primary groups of pedagogical universities of Uzbekistan in the classroom of the Russian language, methods of forming the aesthetic culture of students by means of fine art in modern conditions, taking into scientific and methodological recommendations have been developed, which testifies to the urgency of the problem. And in these conditions, the development of methods for the formation of the aesthetic culture of students of primary education of pedagogical universities in the classroom of the Russian language and in extracurricular time by means of fine arts and music becomes of paramount importance.

In our opinion, the ultimate success of the scientific and theoretical substantiation of the principles and content of the formation of the aesthetic culture of students of pedagogical institutes by means of fine arts and music in the process of teaching the Russian language is due to the disclosure of the essence, forms and methods of the formation of aesthetic culture, as well as in the creation of an effective methodology for the formation of the aesthetic culture of the future teacher. , which

ultimately makes it possible for primary education teachers to successfully master the theory and methods of aesthetic education of schoolchildren.

At this stage, it is necessary to solve the following tasks:

1. Analyze aesthetic culture and education as a philosophical and psychological-pedagogical category, reveal its theoretical foundations.
2. Describe and analyze the current state and practice of the aesthetic culture of students in the lessons of the Russian language by means of fine arts and music.
3. To reveal, theoretically substantiate and check experimentally and empirically the pedagogical conditions for the formation of the aesthetic culture of students of pedagogical universities in the classroom of the Russian language by means of fine arts and music.

The ultimate goal is, based on the results of the research, to substantiate and formulate scientific and methodological recommendations for improving the professional and pedagogical training of primary education students in the field of aesthetic culture in the process of learning the Russian language.

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