



## Aesthetic Aspects of the Teacher's Professional Primary Classes

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**Annotation:** 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.

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

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In the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, the formation of high spiritual and moral qualities is provided as the priority directions of the systemic reform of higher education, along with raising the process of training independently-minded highly qualified personnel with modern knowledge to a qualitatively new level.

In the light of the implementation of these state tasks, the development of the spiritual culture of future specialists, including teachers, is of particular importance. Thus, the formation and development of aesthetic culturally is primarily aimed at familiarizing with the highest human ideals and values of society.

At the same time, the core of aesthetic culture is familiarization with world and national culture, the ability to perceive universal human values and national identity of culture and art of the native land.

The implementation of the above tasks is closely related to the preparation of teachers in the field of aesthetic culture and their preparation for educational activities in the conditions of secondary schools and colleges. Insufficient formation of the aesthetic culture of students, as shown by a questionnaire survey of pedagogical observations, polls and conversations, is manifested in a low level of moral, spiritual and among college students. formed by the Belarusian State Pedagogical University of aesthetic ideals.

In these conditions, the development and scientific substantiation of the teacher's professiogram, incl. primary education in aesthetic culture.

A number of scientists-educators, such as A.A. Ananiev, B.T. Piekha, L.S. Vygotsky, A.A. Bonnet, L.A. Volovich, V.L. Dubinik, V.A. Slastyenin, V.S. Kizik et al. Made a significant contribution to the formation and development of the teacher's aesthetic culture in matters of their professional and aesthetic setting.

The problems of aesthetic education of students of pedagogical institutes in the classroom of the Russian language, and in particular the issues of professional and aesthetic training, were highlighted in the dissertation research of T.S. Kolisnichenko, T.N. Grasis, L.I. Shilova, N.F. Yakovleva, M.V. Veselovsky, O.V. Kovalenko, F.I. Nasyrova, M.I. Sayfullaeva and others. However, as the analysis of the state of aesthetic preparation of primary education students shows, the aesthetic possibilities of actual subjects, namely the practical course of the Russian language in the preparation of primary school teachers, are not sufficiently taken into account. positive impact on aesthetic education and is "... one of the most important factors in the development of students' aesthetic culture.... "(2, p5).

Meanwhile, there is an urgent need to scientifically substantiate the theoretical and methodological provisions for the use of multipurpose functions of teaching the Russian language, coupled with the richest potential of the original fine and folk applied arts of Uzbekistan in the formation and development of the aesthetic culture of future teachers of primary education, who are called upon, in turn, to bring a sense of beauty to schools. As one of the leading experts in the field of aesthetic education B.T. Likhachev- "aesthetic feeling is a socially conditioned subjective, emotional experience, born of the evaluative attitude of a person to an aesthetic phenomenon or object. (3, c19).

However, when analyzing scientific and pedagogical works in this area, the insufficient work over the past decades on the study of the possibilities of fine art, both classical world and national in the aesthetic development of students-teachers of Uzbekistan in the process of teaching the Russian language, becomes clear.

One of the many works in this direction is the dissertation research is "... increasing the systematic culture of future teachers "(7, p5).

The researcher advised a number of tasks for the formation of an aesthetic culture among students of non-linguistic specialties of pedagogical universities of Uzbekistan, emphasizing the need to reflect the sign of the best examples of world and domestic culture in the professional program of a school teacher (ibid., P12).

The professional program of primary education teachers in the field of aesthetic training should include:

- motivational needs (conscious sustainable needs to improve aesthetic culture).
- the cognitive needs of the interactive knowledge of the history of world and national artistic culture and their refraction in the process of teaching the Russian language);
- emotional and evaluative relationship to objects of culture and art, skills of aesthetic perception;
- professional activities of the quality of the future teacher of primary education, the ability to instill aesthetic feelings in primary education students in the process of teaching the Russian language.

Based on these provisions, the basis of the aesthetic culture of primary education students in the process of teaching the Russian language should be made up of educational texts on the Russian language, which criticize and deeply meaningful texts on the visual arts.

## **Literature**

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