

Future primary school teachers and methods for identifying them

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Annotation

This in the article Methodological approaches to the development of aesthetic thinking , various tools and methods statement . It is stated that their basis is the teaching of creative activity and aesthetic concepts, cognitive, emotional-value and activity, each of which has a significant impact on the development of the student's personality, his ability to recognize and apply moral and aesthetic norms in everyday life .

Keywords : *Aesthetic pleasure , aesthetic taste, Aesthetic education , cognitive stage , critical thinking, aesthetic preferences, cognitive process.*

Methodological approaches to the development of aesthetic thinking of future primary school teachers are based on the integrity of the pedagogical process, where labor plays a key role as a means of developing moral and aesthetic qualities. In this process, various methods are used - from oral to practical, which allows students to harmoniously develop the ability to appreciate aesthetics, creativity and moral understanding of labor activity.

From a scientific and pedagogical point of view, the development of aesthetic thinking of future primary school teachers is associated with a deep analysis of the concepts of "moral-aesthetic ideas" and their role in the educational process. Methodological approaches to their formation include three main components: cognitive, emotional-value and activity, each of which has a significant impact on the development of the student's personality, his ability to recognize and apply moral and aesthetic norms in everyday life.

Moral and aesthetic ideas are a set of knowledge, beliefs and skills related to moral norms and aesthetic values, which ensure the harmonious development of the personality. These ideas are an important part of moral and ethical education, serving as the basis for understanding the beauty, goodness and justice in the world around us. The development of such ideas in primary school age creates the basis for an internal culture of behavior, respect for others, emotional sensitivity and aesthetic perception of reality.

To form moral and aesthetic ideas, it is necessary to use various methods aimed at developing the cognitive, emotional and activity spheres of students. Experimental studies have shown that it is necessary to pay more attention to the development of moral and aesthetic concepts in most primary school students. The results of the study indicate the need for a deeper understanding of the meanings of moral and aesthetic categories and the development of stable behavioral skills based on these categories. Thus, the scientific and pedagogical analysis has shown that for the successful formation of moral and aesthetic ideas in future teachers and primary school students, it is necessary to carry out systematic work in all areas of education, including cognitive, emotional-value and activity components.

Methodological approaches to the development of aesthetic thinking of future primary school teachers are based on a set of pedagogical strategies aimed at developing students' aesthetic perception and moral attitude to the world around them through artistic activity. Scientific and pedagogical analysis of such approaches implies the use of art as a means of developing students' aesthetic sensitivity, creative skills and moral qualities. In the process of aesthetic activity, moral attitudes are formed using various means of expression, such as music, fine arts, literature, which help primary school students understand and interpret the surrounding reality. At each stage of this activity, the aesthetic and moral aspects of creativity are gradually revealed. " In the process of educating and educating students, it is important to use various methods to cultivate their aesthetic taste. This goal can be achieved through didactic games in the lesson process, of course, the use of innovative - completely new effective methods is required. Organizing lessons or activities in a completely different way, and taking an individual approach to each lesson, helps to fully implement

the tasks set for education. Innovative methods are important for students of special educational institutions. Because the main problem in the education and upbringing of such students is the lack of interest. It is impossible to simply show or explain to them. For example, teaching them to write beautifully in their native language is difficult to explain with explanations, and even years may be insufficient. This task is somewhat facilitated by educating them to enjoy aesthetic pleasure. To develop their fine motor skills, this can be achieved by allowing them to freely perform sewing, sculpting, fine arts, and handicrafts in a playful manner ¹.

At the cognitive stage, children's active participation in observing and analyzing the world around them, works of art, and artistic texts plays an important role. In the process of aesthetic activity, the teacher helps students form the basic knowledge and skills necessary to create plot ideas, develops subjective perception of reality through an artistic prism. This stage is aimed at observing and perceiving the world through artistic forms, but younger students may have difficulty determining the main idea or moral meaning of events. Therefore, the role of the teacher is to organize cognitive activity aimed at understanding stories through a work of art. At the analytical stage, students learn to analyze works of art, identify their moral and aesthetic aspects. The teacher helps children independently understand facts, develop creative thinking, and develop the ability to morally evaluate artistic designs. It is important to activate the ability to highlight the main ideas of works and use them for your own creativity. For example, students can analyze literary or musical works and create their own work based on that analysis.

At the creative stage, students begin to demonstrate independence in interpreting and expressing their thoughts through various types of artistic activities. Here, a deeper understanding and expression of moral and aesthetic values is already present, which helps to develop a personal attitude to the world and moral education. It is important for the teacher to continue to give creative tasks that help students express themselves through personal experiences and interpret works of art. An example of implementing such approaches is the use of extracurricular activities where children can express their feelings and thoughts through creativity. This helps the teacher to identify what causes an emotional response in the child and organizes the process of moral education through aesthetic activities. Thus, methodological approaches to the development of aesthetic thinking in primary school students are built in stages from cognitive activity to independent creative self-expression. Using art, the teacher helps children understand the moral and aesthetic aspects of the world around them and integrates them into their creative activities, which contributes to moral education.

From a scientific and pedagogical point of view, approaches to the development of aesthetic thinking of future primary school teachers in Uzbekistan can be based on the theoretical aspects proposed by Merab Mamardashvili in his concept "Aesthetics of Thinking". This approach focuses on the emotional and rational aspects of thinking, which are fundamental in the training of teachers aimed at developing critical and creative perception. Aesthetic thinking is seen as a process by which thoughts are born from emotional experiences. For future teachers, this means learning to connect emotional perception with learning, teaching children to make sense of the world around them through observation, reflection, and emotional experience.

Mamardashvili emphasizes the special role of the art of thinking, built through dialogue and reflection. In pedagogy, this can be done through discussions of works of art, in which teachers help students to reveal their inner thoughts and feelings through active perception and analysis. In the educational environment, this can be presented through various methodological tools, such as reflective practice, discussions and critical analysis, in which each student reveals his own ideas and arguments, developing aesthetic perception. One of the central methods is the use of art as a tool that helps develop emotional perception and imagination. Teachers can introduce elements of art into lessons to help children become more aware of the aesthetic side of reality, which is especially important for the development of thinking and empathy. " So, aesthetic education is both the

¹ Nishonova ZA Primary in education in children aesthetics develop methods // Interpretation and research scientific and methodological magazine . 2022. #9. URL: <https://cyberleninka.ru/article/n/boshlang-ich-talimdagi-baldari-estetikani-rovizhlani-usollari> (data obrashcheniya: 17.10.2024).

education of elegance, and the education of humanity, and the education of beauty, which is of full importance. Therefore, educating students in an aesthetic spirit is an extremely complex, multifaceted dynamic process, with the help of which it is possible to obtain optimal options for carrying out the process of educating a harmonious personality ².

Mamardashvili often used maieutic methods that help students open up new meanings and possibilities of thinking through dialogue and questions. In pedagogy, this is manifested in the form of active discussions and debates, in which students must discuss their ideas, which stimulates the birth of new thoughts. One of the most important methodological tools for the development of aesthetic thinking is reflection. Future teachers can be trained to create conditions for children to learn to reflect their thoughts and feelings, to integrate them into the educational process. "Aesthetic education is an important element that contributes to the emergence of a spiritual environment in society, it is a force that shapes and develops human taste, and thereby brings a person closer to social relations. Currently, the scope of aesthetic education is expanding. Accordingly, it has set itself a number of important tasks. These are: - to improve people's ability not only to actively master works of art and examples of artistic creativity, but also to understand and evaluate their aesthetic essence; to instill a sense of confidence in the ability to demonstrate and use the creative potential of members of society; to develop the skills to relate to nature and social processes of society with pure feelings and to work diligently to promote them; to instill a sense of respect for our past spiritual heritage, to create a basis for the formation of national pride and national honor; to encourage all types of creativity to develop and face the world and to promote their beneficial aspects for the interests of the nation ³.

Aesthetics of thinking involves deep emotional engagement. Teachers can use sensory activities to help students find meaning and beauty in their thinking processes. This includes listening to music, looking at artwork, and discussing topics that evoke emotional responses.

The following criteria can be used to assess and diagnose the development of aesthetic thinking in future teachers:

- to assess the ability of future teachers to interpret and express their thoughts based on aesthetic perception.

- assessing the ability to empathize, which is related to the development of emotional inclusion and emotional reasoning.

- to determine the ability of teachers to find original solutions and use non-standard approaches in teaching and developing mental activity in children.

Developing aesthetic thinking in future primary school teachers requires the introduction of methods aimed at stimulating sensory perception and creative thinking. Through the integration of communication methods, art and reflective practice, teachers have the opportunity not only to teach children the basics of knowledge, but also to form in them a deeper understanding of the world through the aesthetics of thinking.

The importance of compositional thinking for primary school teachers lies in its ability to enhance creative and analytical processes in educational activities. The proposal to introduce special courses and exercises aimed at developing these skills is important in improving the skills of teachers. This is especially true for primary school teachers, since they can use compositional principles in various forms of pedagogical activity, including in creating educational materials, designing a classroom, and planning a lesson, which helps to develop children's aesthetic perception and creative abilities. The experimental research presented in the dissertation demonstrates the effectiveness of the developed methodological system, which can be useful for increasing the level of aesthetic perception of future teachers. It is especially important to develop compositional thinking in primary school teachers as the basis for their ability to create aesthetically pleasing and

² Mashrabova S. Aesthetics Education . Spiritual and moral education // Scientific progress. 2022. #4. URL: <https://cyberleninka.ru/article/n/esteticheskoe-razvitiye-spiritalno-moralnoe-obrazovanie> (data obrashcheniya: 17.10.2024).

³ Mashrabova S. Aesthetics Education . Spiritual and moral education // Scientific progress. 2022. #4. URL: <https://cyberleninka.ru/article/n/esteticheskoe-razvitiye-spiritalno-moralnoe-obrazovanie> (data obrashcheniya: 17.10.2024).

educational materials, which, in turn, helps to develop children's creativity. Thus, the analysis shows that the development of compositional thinking through decorative composition and other methods of aesthetic education not only contributes to the creativity of future teachers, but is also an important element in the training of primary school teachers. It helps to form aesthetic consciousness in children, maintain their interest in art, and create conditions for the harmonious development of creative abilities.

From a scientific and pedagogical point of view, the topic of the importance of aesthetic thinking for primary school teachers, taking into account the work of great masters - poets, musicians, writers, painters and other artists, plays a key role in the formation of aesthetics and spiritual culture of students. This is especially important at the initial stage of education, when basic values and aesthetic guidelines are laid, which will accompany children throughout their lives.

Aesthetic thinking is not only the ability to perceive and appreciate beauty, but also the ability to critically perceive experience through the prism of art. In pedagogy, this becomes an important tool for teachers who, using works of art, help children not only enjoy them, but also form personal meaning and spiritual guidelines. Primary school teachers should help children develop the ability to distinguish real art from its imitative forms through aesthetic education. Aesthetic thinking helps children realize that art is a way to know themselves, and it has deep spiritual meanings that enrich their inner world. Teachers who use works of art in the educational process help children learn to feel and understand art, and also help them form their own values based on experience.

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