

ANALYSIS OF THE CONTENT OF THE CONCEPT OF “ARTISTIC AND AESTHETIC EDUCATION” IN SCIENTIFIC LITERATURE

Sh.Sh. Khodjimirzaeva

University of Business and Science teacher of a non-governmental higher educational institution

<https://doi.org/10.5281/zenodo.15087278>

Abstract. *At the stage of modernization of our state, the comprehensive development of the child is the goal of the educational process. Recently, there has been a growing interest in the problems of theory and practice of artistic and aesthetic education, which determines the formation of attitudes towards reality, that is, as a means of moral and intellectual education, of a comprehensively developed, spiritually rich personality.*

Keywords: *preschool age, pedagogy, education, artistic and aesthetic taste, law of beauty.*

Preschool age is the most important stage of development and education of personality; it is the period of introduction of the child to the knowledge of the surrounding world and initial socialization. Activation, independence of thinking, development of cognitive interest and curiosity of children occur at this age.

Education is an activity aimed at developing the individual, creating conditions for self-determination and socialization of the student based on socio-cultural, spiritual and moral values and accepted rules and norms of behavior in the interests of the individual, family, society and the state.

The following types of education are distinguished in a preschool educational organization:

1. Physical education. The main task is to develop physical qualities (endurance, flexibility, agility, speed, strength) and strengthen health. Physical activity helps to improve curiosity and "pulls" mental development.

2. Mental (intellectual) education. In the course of mental education, the child's intellect, abilities for consciousness and self-knowledge, and other mental processes (sensation, perception, imagination, thinking, memory, speech) increase.

3. Moral and ethical education. The main task is to convey moral norms that exist in society and in a particular family and to develop moral qualities and values in the child. From childhood, the child forms his life position towards family, nature, country, people, work, and learns the culture of communication and behavior.

4. Labor education. Labor education involves teaching a child certain labor skills, developing the corresponding qualities (conscientiousness, diligence, assiduity) and a conscious attitude to activity.

5. Artistic and aesthetic education. Artistic and aesthetic education is aimed at developing a child's artistic taste, aesthetic values and creative preferences, a sense of beauty, and familiarization with different types of art. Children should learn to feel art, convey the underlying plot and emotionally empathize with what is happening.

N. Varkki believes that “pedagogy defines artistic and aesthetic education of preschool children as a purposeful process of forming a creatively active personality of a child, capable of perceiving and appreciating the beautiful in life and art.”

Zaporozhets I. D. defines artistic and aesthetic education as “the organization of children’s life and activities that promotes the development of the child’s aesthetic and artistic feelings, the formation of ideas and knowledge about the beautiful in life and art, aesthetic assessments and an aesthetic attitude to everything that surrounds us.”

Sh. A. Amonashvili claimed that artistic and aesthetic education is “a purposeful, systematic process of influencing the personality of a child with the aim of developing his ability to see the beauty of the surrounding world, art and create it.” Firstly, it is a process of purposeful education of the sense of beauty. Secondly, it is the formation of the ability to perceive and see beauty in art and life, to evaluate it. Thirdly, the task of artistic and aesthetic education is to form artistic taste.

And finally, fourthly, the development of the ability for independent creativity and creation of beauty, the development of the ability to creatively create products of manual creativity. A unique understanding of the essence of artistic and aesthetic education determines different approaches to its goals.

Therefore, the problem of the goals and objectives of artistic and aesthetic education requires special attention. The main goal of artistic and aesthetic education is to “cultivate aesthetic culture in a person”, which includes: perception – the ability to see beauty in any of its manifestations in nature, art, interpersonal relationships; feelings – emotional assessment of beauty; needs – desires and the need to obtain aesthetic experiences through contemplation, analysis and creation of beauty; taste – the ability to evaluate and analyze the manifestations of the surrounding world from the point of view of its compliance with aesthetic ideals; ideals – personal ideas about the beautiful in nature, man, art.

This goal also reflects the peculiarity of artistic and aesthetic education as part of the entire pedagogical process. In all the above definitions, artistic and aesthetic education develops and improves in a preschool child the ability of aesthetic consciousness of beauty in art and life, to give a correct assessment and perceive it, to form artistic taste and the creative active personality of the child. Having analyzed the content of the concept of artistic and aesthetic education in scientific literature, researchers identify it as a purposeful, systematic process of influencing the personality of a child with the aim of developing his ability to see the beauty of the surrounding world, art and create it.

Children develop the ability for independent creativity and the creation of beauty, the formation of artistic and aesthetic tastes and ideals of personality, the ability to perceive and see beauty in art and in life, and to evaluate it. Fine art plays a special role in the artistic and aesthetic education of preschoolers.

Since its characteristic feature is the reflection of reality in artistic images that affect the consciousness and feelings of the child, cultivate in him a certain attitude to the events and phenomena of life, and help to understand reality more deeply and fully. The formation of a child’s personality and development are greatly influenced by art; he is capable of subtly feeling painting, and his soul is predisposed to perceiving beauty.

Artistic and aesthetic education involves the education of a literate viewer, the awakening of interest in works of art, familiarization with different types of art, the accumulation of aesthetic

impressions and images, the first steps towards a conscious creative process, the ability to understand, contemplate and evaluate works of art, the cultivation of a vision of beauty in all manifestations of life.

Artistic and aesthetic education has an active and creative focus, which should not be limited only to a contemplative task, it should also form the ability to create beauty in art and life. The child, one way or another, develops artistically and aesthetically, communicating with the aesthetic phenomena of life and art. Without outside intervention, a child may develop incorrect ideas about life, values, and ideals, but at the same time the child does not realize the aesthetic essence of objects, and development is often conditioned by the desire for entertainment.

B. T. Likhachev, as well as many other teachers and psychologists, believes that only targeted pedagogical aesthetic and educational influence, involving children in various artistic creative activities can develop their sensory sphere, ensure a deep understanding of aesthetic phenomena, raise them to an understanding of true art, the beauty of reality and the beautiful personality.

T. N. Fokina emphasizes that: "Artistic and aesthetic education is the education of a holistic, harmoniously developed personality, which is characterized by the development of aesthetic consciousness in children, the presence of a system of aesthetic needs and interests, creative abilities, and a correct understanding of the beautiful in reality and art." This goal also reflects the peculiarity of artistic and aesthetic education as part of the entire pedagogical process.

The child's ability to respond unconsciously to everything attractive indicates that the future ability to see and understand the beauty of the surrounding world, art, and also to create according to the laws of beauty exists in his soul as a possibility," A. A. Petrikevich emphasizes. According to N. A. Vetlugina, thanks to the interaction of sensory perception, emotions, and words, the child's aesthetic experience is enriched and becomes more diverse. Most teachers (G. S. Labkovskaya, D. B. Likhachev, E. M. Toroshilova, and others) identify three leading tasks in artistic and aesthetic education.

The first task of artistic and aesthetic education is expressed in the attraction and interest to aesthetically significant objects and phenomena, in the creation of a certain stock of elementary aesthetic knowledge and impressions, without which inclinations cannot arise.

Color and plastic impressions, accumulation of various sound reserves - all of this constitutes the content of the task. The teacher must skillfully select, according to the specified parameters, such objects and phenomena that will correspond to our ideas about beauty, and a sensory-emotional experience will be formed.

Specific knowledge about nature, oneself, and the world of artistic values is also necessary. As O.K. Ozherelyeva notes, "the versatility and wealth of knowledge is the basis for the formation of broad interests, needs, and abilities, which are manifested in the fact that their owner behaves as an aesthetically creative person in all ways of life." The second task of artistic and aesthetic education is "the formation, on the basis of acquired knowledge and the development of the abilities of artistic perception, of such socio-psychological qualities of a person that provide him with the opportunity to emotionally experience and evaluate significant objects and phenomena, and enjoy them."

This task shows that it happens that children are interested in, for example, painting, only at a general educational level; they quickly look at a painting, try to remember the name, the artist, and then turn to a new canvas. The main thing is to "educate and develop such qualities, needs and

abilities of the individual that turn the individual into an active creator, a creator of aesthetic values, allowing him not only to enjoy the beauty of the world, but also to transform it “according to the laws of beauty.” A child should not only know the beautiful, be able to admire and appreciate it, but also actively participate in the creation of the beautiful in art, life, and also create products of handicrafts, this is the task.

The tasks considered partially reflect the content of the concept of artistic and aesthetic education and pedagogical approaches to this problem. Artistic and aesthetic education of a person is based on the organic unity of developed natural forces, abilities of perception, emotional experience, imagination, thinking and artistic and aesthetic education. On this foundation, creative individuality arises and is formed, its aesthetic attitude to art, to itself, to its behavior, to people and social relations, to nature and work.

According to N.I. Kiyashchenko and A.I. Burov, the result of artistic education is artistic upbringing, which consists of the formation of knowledge, skills and abilities in the field of perception of art, development of artistic taste, judgments, assessments, an expressed need for communication with art, and the ability for independent artistic creativity.

Art in all its diversity (literature, sculpture, folk art, painting, etc.) is an indispensable means of forming the spiritual world of children. An important sign of artistic and aesthetic education is the developed ability to admire beauty, perfect phenomena in art and life.

The emergence in a child of sublime experiences and spiritual pleasure when encountering the beautiful; a feeling of disgust from a collision with the ugly; a sense of humor, irony, sarcasm from communication with the comic; feelings of anger, fear, horror, compassion generated by the tragic - all these are signs of his genuine aesthetic development and upbringing.

Thus, the artistic and aesthetic education of an individual has an integrative character.

V. I. Volynkin proved that the formation of artistic needs in preschool age occurs in the process of pedagogical activity based on the unity of components: cognitive component (children's artistic and aesthetic knowledge of art and its structure); perceptual component (development of the child's ability to perceive artistic images); practical component (the child's artistic and creative activity).

Criteria for the cognitive component: basic knowledge of fiction, music, graphics, painting, sculpture, arts and crafts, and the art of theatre; – understanding of the features of expressive means of various types of art; ability to make reasoned artistic and aesthetic judgments, evaluate works of art and phenomena of reality (manifestation of artistic and aesthetic taste). Criteria of the perceptual component: - to examine objects (phenomena), to distinguish individual parts from the whole, to compare them with sensory standards known to the child (shape, color, size), to determine the characteristics of the object (phenomenon); - to notice the expressiveness of forms, colors, proportions with emotional intensity; - to express one's attitude and feelings towards them with an evaluative character.

Criteria of the practical component: – artistic and creative activity develops the individuality of the child's personality, helps him master basic moral standards through the ability to distinguish between good and evil, pity and hatred, courage and cowardice, etc. – understanding of life values, one's personal characteristics, rethinking them in a new way, experiencing their meaning and depth.

The result of artistic and aesthetic education of children involves the formation of initial artistic and aesthetic ideas and concepts based on the sensory acquisition of artistic images and

their perception, as well as multiple experiences in the process of perceiving objects and phenomena of reality and works of art, and the manifestation of artistic and creative activity.

Children have access to all types of artistic activities: drawing, modeling, composing stories, writing poems, singing. Naturally, they have a great originality, which is expressed in a naive, direct depiction of reality, in extraordinary sincerity, in faith in the truthfulness of what is depicted, in the absence of concern for the viewers and listeners.

Development of children's artistic creative abilities, in which an idea arises, in its implementation in activity, in the ability to combine their knowledge and impressions, in great sincerity in expressing feelings and thoughts.

"All types of artistic and creative activity - perception of works of art, their first evaluations, attempts to perform and improvise them - arise precisely in preschool childhood. Since this period is most favorable for children in acquiring and accumulating experience in perceiving works of art, as well as in acquiring primary performing skills." This education begins with the education of the child's aesthetic sensitivity to everything that surrounds him. Bright visual images of paintings are emotionally perceived by children, awaken their fantasy, imagination, develop observation and interest in everything around them.

B. T. Likhachev determines that "such a cursory acquaintance with masterpieces of art excludes one of the main elements of the aesthetic attitude – admiration." Closely connected with aesthetic admiration is the general ability for deep experience.

By looking at pictures, answering the teacher's questions, expressing their attitude to what is depicted on them, children learn to understand and feel the "spirit" of art. From the above, we can conclude that artistic and aesthetic education is the most important aspect of children's personal development. Artistic and aesthetic education involves familiarization with different types of art, accumulation of artistic and aesthetic impressions and images, awakening interest in works of art, the first steps towards a conscious creative process, the ability to understand, contemplate and evaluate works of art, and the development of a vision of beauty in all manifestations of life. Artistic and aesthetic education of children includes the following components: cognitive, perceptual, practical.

In older preschool children, initial artistic and aesthetic ideas and concepts are formed on the basis of sensory acquisition of artistic images and their perception, the ability to perceive and emotionally respond to beauty in the surrounding world in nature, human relationships, the world of things, as well as multiple experiences in the process of perceiving objects and phenomena of reality and works of art, the manifestation of independent artistic and creative activity.

Children become organized and look at their surroundings with interest, learn to notice the uniqueness and originality of objects and phenomena, to recognize and express their feelings, and the desire to engage in artistic and creative activities.

Recently, the problem of the theory and practice of artistic and aesthetic education of children in preschool educational organizations has become relevant. Artistic and aesthetic education involves familiarization with different types of art, accumulation of artistic and aesthetic ideas and knowledge and artistic images.

Artistic and aesthetic education awakens the first steps towards a conscious creative process, educates a literate viewer, capable of understanding, contemplating and evaluating works of art, a vision of beauty in all manifestations of life.

REFERENCES

1. Aldoshina M. Education on Russian folk art by M. Aldoshina // Sel. shk. 1999. № 1 pp. 15–24.
2. Afonkina Yu. A. Practical training in child psychology. Edited by Yu. A. Afon'kin, G. A. Uruntaev. M. Vados. 2005. 52 pp.
3. B. M. Pedagogical encyclopedic dictionary. Edited by B. M. Bim-Bad; Editorial board: M. M. Bezrukikh, V. A. Bolotov, L. S. Glebova, and others. Moscow: "The Great Russian Encyclopedia". 2003. 528 pp.
4. Bochkareva I.L. Fine art as a means of artistic education of personality. The problem of man in the light of modern social and philosophical sciences (Issue 3) [Electronic resource] <http://www.egpu.ru> (date of access 01.12.2017).
5. Volynkin V.I. Artistic and aesthetic education and development of preschoolers: a teaching aid. Rostov-on-Don: Phoenix, 2007. 441 p.