



Diagnosing the level of aesthetic education of preschool children

Azizova Zulfizar Fazilovna,

Associate Professor of Andijan State Pedagogical Institute, Ph.D

Abstract: based on the analysis of scientific sources for the study of the aesthetic development of older preschool children, the essence and importance of the aesthetic development of children is revealed, the signs of the aesthetic development of the individual are shown schematically, the criteria and indicators of the aesthetic development of preschool children are developed. The article analyzes the level of aesthetic development of older preschool children - students of the city budget preschool educational institution.

Key words: aesthetic development, aesthetic feelings, environment, cognitive abilities, creativity, preschool children

One of the methods of a well-rounded person who can move freely in the world of values and ideals is aesthetic development, aesthetic perception of the surrounding reality and the world of art in general.

Aesthetic development is carried out under the influence of reality (nature, social life, everyday life and work) and art (music, theater, literature, applied art). Entering many aspects of a child's life, it is closely related to mental, moral and physical development. Modern lifestyle, people's work, social relations, surrounding nature create the necessary conditions for the aesthetic development of the child. From childhood, the child discovers and studies the world around him, he seeks to experience beautiful and bright experiences, the joy of new things.

Following T. S. Komarova, S. A. Ostanina, N. P. Sakulina, we understand that aesthetic development is both a cognitive process and the ability to evaluate what is perceived in the surrounding space by establishing an emotional-emotional relationship to reality.

In psychological and pedagogical literature (N. A. Vetlugina, T. V. Volovets, V. I. Volinkin, I. G. Galyant, A. A. Gribovskaya, V. G. Gryazeva, T. N. Doronova, M. V. Ermolaeva, I. L. Kirillov, T. S. Komarova, T. A. Kotlyakova, I. A. Lykova, R. S. Mukhametzhanova, O. P. Radinova, M. M. Rukovitsin, N. P. Sakulina, I. A. Sinkevich, E. A. Flerina, G. S. Shvayko, T. Ya. Shpikalova and others) the importance of artistic and aesthetic development of preschool children is reliably shown.

The methodological basis of the research consisted of the works of scientists on the problems of aesthetic development of children, the search for optimal forms and methods of aesthetic development (V. G. Aseev, A. A. Bodalev, A. I. Burov, I. A. Zhidaryan, V. S. Ilyin, D. B. Kabalevsky, V. A. Kan-Kalik, N. I. Kiyashchenko, M. .yu., L. I. Krivolap, A. A. Leontiev, B. T. Likhachev, A. S. Makarenko, B. M. Nemensky, G. I. Petrova, K. K. Platonov, V. K. Skatershchikov, V. A. Sukhomlinsky, S. T. Shatsky and others).



Aesthetic development includes two interrelated sides: external - this is the tasks, content, tools and methods of aesthetic education, and the internal - the child, who gradually joins beauty under the guidance of the teacher. creative changing activity, it forms the aesthetic culture of the person. The aesthetic culture of the person is considered as a complex complex concept. Its most important component is the formation of an aesthetic sense, the formation of a person's special emotional sensitivity to the beautiful in art, nature, work, social life and people's behavior.

The famous Russian playwright A. P. Chekhov said: "everything should be good in a person: face, clothes, soul and thoughts." If you look at this statement from the point of view of pedagogy, then a similar state of comprehensive beauty is the result of successful aesthetic development.

Nothing leaves a mark on a child's heart for later life than the environment. Communication with parents, relatives, peers and adults, the behavior of others, their mood, words, views, gestures, facial expressions - all this is absorbed, delayed, fixed in the mind.

The aesthetic development of the personality originates from the child's first steps, his first words, actions and has a purposeful effect on children's behavior, their feelings and thoughts. It allows them to form their perception of beauty, helps to improve themselves and the world around them.

It is carried out through the aesthetic development of the child's personality:

- the ability to see beauty in all its manifestations: in nature, in art, in interpersonal relationships;
- emotional assessment of beauty;
- satisfaction of aesthetic needs - the desire and need to receive aesthetic experiences by thinking, analyzing and creating beauty;

With proper aesthetic development, children should have:

- formation of knowledge about beauty;
- mastering the main criteria: "high", "ext arms";
- development of assessment skills;
- mastering funny, serious, funny categories;
- formation of basic knowledge of artistic culture;
- acquisition of basic knowledge and skills (listening to music, observing events, distinguishing individual, general characteristics, characteristics);
- to develop the desire for creativity and initiative.

To determine the level of aesthetic development of older preschool children, we used the following gradation of levels of aesthetic development:

- non-aesthetic (low) level - the child is not interested in aesthetically expressive cultural objects, does not perceive works of art, participates in the study of cultural objects only at the request of teachers and parents;
- pre-aesthetic (middle) level - the child is interested in aesthetically expressive cultural objects, perceives the beauty of the world around him and expresses his feelings, joins in creativity together with other children and adults, but z does not willingly show initiative;



- aesthetic (higher) level - the child is actively interested in various types and genres of visual, decorative and practical, artistic, musical art; demonstrates an individual emotional and value attitude (expressed by emotions, gestures, facial expressions); independently and enthusiastically engages in various types of art, gets aesthetic pleasure from mastering new ones, achieving results, originality of design, discovering one's own possibilities; perceives beauty and harmony in the surrounding world (natural, everyday, social).

Diagnostics of the aesthetic development of older preschool children was conducted in natural conditions, part of the diagnostic tasks were checked in individual work with each child.

Books

1. Ostanina S. A. creative style of artistic and aesthetic activity: essence and structure // young scientist. - 2012
2. Dubrovskaya E. A. Preschool pedagogy. Aesthetic education and development: textbook and seminar for an academic bachelor. - Moscow: Yurayt Publishing House, 2019.
3. Komarova T. S. Preschool pedagogy. Collective creativity of children: a textbook for secondary special vocational education. - Moscow: Yurayt Publishing House, 2019.
4. Volinkin V. I. artistic and aesthetic education and development of preschool children: a textbook. - No Rostov: Phoenix, 2007.
5. Yoshikova T. V. Ethical and aesthetic education of preschool children through visual arts: a study guide. - Ufa: Creativity, 2002.
6. Ganoshenko N. I. introducing children to artistic and aesthetic activities. - M.: Mozaika-Sintez, 2018.
7. Sodirzoda, M. M. (2021). Ways to cultivate the creative thinking of beginners in the classroom through information and communication technologies. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(5),
8. Sodirzoda, M. M. (2021). Techniques of using folk proverbs in the cultivation of oral speech of primary school students. *ACADEMICIA: An International Multidisciplinary Research Journal*
9. Sodirzoda, M. M. (2021). TO INCULCATE NATIONAL AND SPIRITUAL VALUES IN PRIMARY SCHOOL STUDENTS THROUGH ETIQUETTE LESSONS. Conference, 31-32.
10. Turakhojhaeva, A., & Mukhtoriy, M. (2018). SEMANTIC ANALYSIS LEXEM" SISTEMY" AND UZBEKSKOM YAZYKE. Actual scientific research in the modern world, (5-4)