



## THE ROLE OF ARTISTIC AESTHETICS IN THE SPIRITUAL EDUCATION OF TEACHERS

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### Abstract

Article is dedicated to training of future teachers of biology for the knowledge by study-Uzbeks of the aesthetics of native nature. It is necessary to note that aesthetic education of students, including the one by means of nature, becomes more active in all education structures. In certain cases the nature is considered national-acsthctic value, as means not for spiritual-aesthetic and moral development of personality of students only, but as enrichment factor of emotional formation of «aesthetically full world view», upbringing rectitude, development of intellectual and creative potential, formation of environmental responsibility of an individual.

However, most teachers' training higher educational institutions use the aesthetic potential of the nature not adequately and not efficiently from pedagogical point of view, irrespective of educational material and without professional perspectives. Aesthetic-biological education of students, future biology teachers to learning aesthetics of native nature by students is of great importance.

**Keywords:** spirituality, spiritual heritage, Holy Land, Dear nature, artistic aesthetics, moral-ethical, aesthetic-ecological.

A new healthy generation, - believes the first president of Uzbekistan Islam Abduganievich Karimov - should be a spiritually full and comprehensively developed person, - a spiritual heritage to this is the Holy Land where a person was born and grew up, dear nature, his homeland, his country, they are a spiritual – aesthetic and highly moral influence, a devil of beauty, a patriot of his beloved country, a The first president of the conceptual system of spirituality I.A. Karimov sees the following tasks of State importance: “the state, spiritual life, in the framework of the education of the best national qualities, is also the chief reformer, and we need to put the directions of spiritual development on the foundations of the relevant laws.” To the methodological basis of spiritual education in the means of nature, first of all, simple aesthetic, moral, moral –ethical, aesthetic –ecological, functioning human qualities are introduced on the basis of active awareness. The historical roots of spiritual education are the pedagogical heritage of our great ancestors.





"The humanization of Education provides for the formation of an artistically rich worldview, high spirituality, culture and creative thinking in educators, a revision of the content of educational professional programs in this context, ensuring the priority of the upbringing and all-round development of the individual." Our first president pays special attention to the further development of national spirituality, and this is done at various events in higher educational institutions, schools of general secondary education and secondary special educational institutions, within the framework of tele and radio programs dedicated to various areas of spirituality in the field of Education. In the new healthy generation of educators, the problem of raising moral, including pedagogical personnel capable of covering all aspects of spiritual artistic aesthetic education at a high professional level, "forming an aesthetically rich worldview" in them, including the formation of nature in means, is increasingly seriously put on the agenda.

In connection with the new emphasis on the strategy for the development of society – liberalization-in the national program of training, a special emphasis is placed on the social essence of training personnel not only on the basis of humanity (1), Democratic (2) and humanitarian (3), but also based on new values of education (4).

1. Humanization of education is a system of measures aimed at the priority development of general components in the content of education and the formation of personality. The humanistic concept is the theoretical and methodological basis of modern pedagogy, reflecting the system of views, according to which a person expresses the highest value, which gives a person the right to life, happiness, life that he deserves.

For Humanistic pedagogy, the rights and freedoms of the Educator, his free and creative development and self – development are priority.

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2. Democratization of education is one of the principles of state policy in the field of Education. This is the independence of educational institutions from their own development strategy, goals, content, Organization of work and selection of its methods the right of educators to create, to choose pedagogical concepts and technologies, textbooks and teaching aids, etc.





3. Humanitarization of Education – consists in establishing a balance of harmony between the natural-mathematical and humanitarian cycles of teaching with the aim of developing a spiritually rich human personality; standing (against) authority and inhumanity.

Humanitarization of education is a system of measures aimed at the priority development of universal components in the content of education and, in this way, the formation of personal maturity of educators.

Humanitarian education is a component of general education, which covers a set of academic disciplines that express the foundations of scientific knowledge about the social nature of a person and his artistic culture and language.

The purpose of humanitarian education is the moral–ethical and artistic–aesthetic development of a person.

4. New values of education-collective, social and personality-oriented “are the introduction of moral and cultural goals into the content and organizational system of Education.” The main thing is social educational value-personality, education, its professional and life path, social role and status.

In the national program, the new strategy of education is given the directions of achieving valuable, personality-oriented educational criteria and obtaining innovative education. The main direction in the training of personnel is the formation of spiritual, spiritual–aesthetic, intellectual–creative, professional-creative, active social qualities of a person, that is, the central system–forming component of his important values as a socio – personal phenomenon of a person - “the main subject and object of the personnel training system”.

State and society – a guarantee of the implementation and development of the main provisions and directions of the national program of training of personnel. An important role in this should be played by science, educational institutions, experienced pedagogical personnel.

In the national program, topical, priority scientific and pedagogical problems, practical directions are identified, among which there are theoretical – methodological, spiritual – aesthetic and moral, national - cultural, programmatic – didactic orientations. Scientific research natids included modifications of programs in the movement, the creation (integration) of new ones, the development of recommendations for a systematic – pedagogical and methodological approach to the spiritual and aesthetic formation and development of the individual, an original textbook, a manual, didactic materials and other educational complexes. Relevant pedagogical and methodological research work is being activated.



Recommendations are being developed in pedagogical higher educational institutions, especially in humanitarian, pedagogical and methodological disciplines, programs are being modernized. Future teachers are introduced to the environment, nature, man, communication, beauty in society, spiritual heritage, national values of students, increasing the attention to training the theory, content and practice of science. The law "on education", the "national program for training personnel" are the reliable basis for the implementation of the spiritual and national idea in life, in all aspects of folk education, in the training of pedagogical personnel.

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