



AESTHETIC EDUCATION OF CHILDREN IN LITERARY AND SPEECH ACTIVITIES

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Abstract

This graduation work is dedicated to the study of the methodology of aesthetic education of children in art-speech activities in the education of elementary school teachers. The main goal of the research is to improve the moral and spiritual education of elementary school teachers through literary and speech activities, and to provide them with new methodological approaches that can be used in pedagogical activities.

Keywords: speech, upbringing, aesthetic education, research, elementary school, methodology, education, teaching, art-speech.

Introduction

One of the main conditions that ensure the effectiveness of education is to encourage children's positive attitude to English and to use various educational tools.

Aesthetic education is a broad concept, which includes education of aesthetic attitude to nature, labor, social life, life and art. Aesthetic education, in turn, is a part of comprehensive education of children. It is especially closely related to moral education. Acquainting with the beauty of art and life not only educates the child's mind and feelings, but also develops his imagination and fantasy.

By educating the perception of beauty in children, they develop such features as being able to feel the experiences of other people: sharing their joys and sorrows together. Along with the concept of "aesthetic education" there is also the concept of "literary education". Literary education is education through works of art.

The relationship between aesthetic and moral education is that a person's joy from perceiving beauty is similar to his joy from doing good to other people. On the contrary, not being able to see beauty and not being able to enjoy it leads to doing bad things. This type of education is also related to labor education. Labor activity makes children happy; they feel that their capabilities are growing while doing something useful.

There is a connection between aesthetics and physical education. It is impossible to imagine a person's beauty without good health and physical maturity. Among them





are his beautiful body structure and beautiful movements to the music. Aesthetic development of children is closely related to their daily life.

Even when referring to children of the first age, it is necessary to think not about their aesthetic education, but about their emotional and sensorial development. The child will be happy with the shiny paint, enjoy the rhythmic sounds and movements. In the first year of a child's life, his sensory receptivity improves. In this, the influence of adults occupies a special place.

Open-faced conversations of adults help the child to have a positive attitude towards the properties of objects. And on the contrary, the warning voice of adults, the sign of joy on their faces or their frowns, jerks, etc., form a negative attitude in children to this item or its quality. In the second year of a child's life, his perception gradually improves.

The child begins to perceive not only the features of existence, but also some aesthetic means of expression in works of art. In children of this age, there is a response effect to the happy and sad music of their hard and quiet tone, soft and fast.

The process of perception of beauty in children of the middle group is clearly expressed, effective, and active. This is especially evident when they watch puppet shows, movies, cartoons, and theaters. From this age, children compare familiar works of art with new works and make some conclusions. Children begin to distinguish a fairy tale from a story, a march from a dance, and an **alla (folklore genre)** from a game. At the end of a large group, they listen carefully to music and art works.

There are cases where they are happy with positive heroes and saddened by the actions of negative heroes.

The tasks of aesthetic education are determined based on the general goal of education, taking into account the child's age capabilities:

1. To teach children to understand the beauty in life, to love, to see the beauty that is understandable to children in nature, in marriage, in creative work, in social life, in the behavior of others. Cultivating aesthetic sense, aesthetic taste, and aesthetic attitude in them. Cultivating the desire to actively participate in creating beauty in life to the best of their ability.
2. By teaching children to see, understand and love the works of art created in different genres of literary creation (art work, music, song, dance, painting); to be able to distinguish the beautiful from the ugly, sadness from joy; introducing sensory standards such as being able to distinguish colors, shapes, and sounds from each other.





3. To teach children to be more active in various fields of art: singing, playing, reading, retelling, creative activities, to show themselves.

Through these, children's literary creative ability, development of imagination, spatial and color relationships, visual memory, skills to move hands quickly. Means of aesthetic education include:

- environment surrounding children, aesthetics of life;
- impressions from the surroundings;
- nature, works of art;
- visual activities of children;
- holidays, entertainment events;
- targeted and planned education;
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The environment of beauty that surrounds the kindergarten helps the children to develop in all aspects and develop their aesthetic taste. The unity of aesthetics and ethics inherent in the pedagogic system can be easily used in raising children in the family and in kindergartens. But in order to create a real aesthetic of life, educators and parents need to be highly cultured, well-mannered, courteous, and have literary taste. The beautiful things that surround children do not give the child anything, so children should be taught to see, appreciate and evaluate them.

The teacher draws the children's attention to the cleanliness of the floor, beautiful dishes, and flowers. Every new thing, new decoration is considered together with the children. The most important thing is that everything should be shown in such a way that it arouses aesthetic pleasure in children.

Therefore, in order to arouse aesthetic pleasure in children, it is necessary to explain to them the meaning and significance of what they observe. It is not enough to affect the feelings of children. Most importantly, here is a sample size. If the teacher has fun, he can arouse interest in beauty without unnecessary words and create aesthetic experiences in children.

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