European Journal of Innovation in Nonformal Education (EJINE)
Volume 4 | Issue 1 | Jan - 2024 ISSN: 2795-8612

Methodology for the Development of Students' Comets of Aesthetic Culture and Creativity

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A B S T R A C T
In this article, the methodical aspects of developing the aesthetic skills of future drawing teachers are discussed. changes aimed at developing a highly moral, intellectually and spiritually mature person at the level of developed democratic countries were implemented.

A R T I C L E I N F O
Article history:
Received 11 Nov 2023
Received in revised form
10 Dec 2023
Accepted 13 Jan 2024

Keywords: Creative ability, methodology, independent education, personal aesthetic skills, perception, student, teacher, Morphological approach, season.

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INTRODUCTION

Fundamental reforms have been implemented in all aspects of our society, as well as changes aimed at developing a highly moral, intellectually and spiritually mature person at the level of developed democratic states in various fields. This is evidenced by the fact that real humanitarianism and patriotism have been embodied in the changes in social life, and radical changes have taken place in the spiritual and educational spheres as well.

Human development is the basis of socio-economic development. The main factor and tool of human development is education. A person learns the spiritual world with the help of his feelings, intellect and free will. Forming and educating personal feelings, instilling love for sophistication has become an urgent problem today.

Accordingly, the relevance of the research can be explained by the following aspects:

First of all, the spiritual perfection of a person is one of the main goals of our society. The main idea of the national independence ideology is a free and prosperous homeland, which serves to ensure a free and prosperous life;

Secondly, knowing and perceiving the spiritual perfection of a person develops the artistic aesthetic thinking of a person. Studying the process of spiritual maturity of a person, evaluating it, and showing its exemplary aspects occupy a special place in shaping the person of the present time into a perfect person;

Thirdly, one of the main tasks of the idea of national independence and ideological processes in the spiritual sphere is to continue the work of explaining the advanced views of our ancestors and the essence of humanity to the general public, so that these views are the basis of our nation's thousand-year history and our spiritual life today. let it sink into the minds of the generation;

Fourthly, personal education serves not only the physical and inner mental, but also the spiritual and

spiritual world of a person to achieve perfect education - that is, to become a perfect person;

It is worthy of special attention that in the spiritual maturity of this person, by using the unique spiritual resources of a person, he promotes the transformation of his inner forgiveness, high and beautiful feelings towards goodness and goodness.

Aesthetic education - personality in reality, art, nature. teaching people to perceive and correctly understand sophistication in social and labor relations, in life, to develop their artistic taste, to instill love for sophistication, and to educate their abilities that give sophistication to their lives. There are two concepts in the theory of education: concepts of aesthetics and artistic education.

Aesthetic education has a much wider meaning and is aimed at educating a person who is able to perceive the subtleties of nature and society, work from an ideal point of view, as well as aesthetic activity, to change reality based on the rules of sophistication.

Aesthetic development is a long-term process consisting of the emergence and improvement of aesthetic consciousness, attitudes and aesthetic activity of a person. This process has different levels determined by age and social factors. It depends on the individual's acquisition of the aesthetic culture of the society, and is carried out using various ways and forms. It provides understanding of the aesthetic culture of the society in various spiritual and material forms. There are concepts of society and individual aesthetic culture. The aesthetic culture of society means the set of material and spiritual values accumulated during the entire history of human development.

Aesthetic culture of a person is formed as a result of active and creative assimilation of his cultural heritage. The main components of a person's aesthetic culture are aesthetic consciousness, needs, attitudes and aesthetic activities. It includes aesthetic consciousness, aesthetic perception, knowledge, reasoning, debate, aesthetic ideal. Aesthetic needs and relationships are first of all expressed in the aesthetic interests, taste, and aesthetic feelings of a person.

Aesthetic activity is described by the presence of skills, competence, and creative abilities. Aesthetic consciousness is formed as a result of ideas, theories, views, artistic education and upbringing formed in the process of direct communication with social reality, nature, art, aesthetic perception is the basis of aesthetic consciousness.

Aesthetic perception is the process of reflecting the aesthetic essence of objects and events in the surrounding reality together with all their components, comparing perceived objects with the aesthetic criteria expressed by the interaction of emotional and mental things that exist in a person. Aesthetic perception occurs when it meets sophistication and is explained by the fact that it is focused on a specific goal. Full-fledged aesthetic perception occurs together with the formation of aesthetic concepts and aesthetic judgments. Aesthetic reasoning is expressed in the mental movement of a person expressing his reactionto a specific aesthetic event. A person's aesthetic judgment is characterized by its depth, refinement, complexity, high or low.

The level of aesthetic judgment depends on a person's behavior and level of knowledge, aesthetic experience.

Aesthetic evaluation means evaluating a specific phenomenon or image of a person on the basis of comparison with the aesthetic rules and ideas created by mankind in the course of the entire historical development and expressed in aesthetic judgments.

Aesthetic assessment relies on such categories as surroundings, events, sophistication or vulgarity in works of art, horror or tendency to humor, humorousness, and their aesthetic value encompasses thoughts about the depth and integrity of figurative reflection, the brilliance of the author's creative method. The social life structure and social background of a person are clearly visible in the aesthetic assessment. For example, in the "debate" evening held by the literature teacher in upper grades, students discuss the works of the famous writer A.Kadiri and evaluate the writer's ability to write a novel. In it, they distinguish whether the rules of writing a novel are followed by comparison.

The aesthetic ideal is a reflection of the social assessment of a person's perceived perfection in nature, society and art as a goal. Accordingly, the sign of the seal of the aesthetic ideal is determined according to

the nature of the person's worldview. For the aesthetic ideal, aesthetic culture as a phenomenon remains an important characteristic not only in the form of its measure, but also in the form of exclamation.

Aesthetic need refers to the subjective factors that urge a person to a specific type of artistic activity or its various types to learn the reality aesthetically. Aesthetic needs are the need for aesthetic information, to learn more deeply about the laws of development of the science of sophistication, to be uncompromising in the pursuit of greater perception of what gives aesthetic pleasure and to try to lose it completely, in the pursuit of knowing news about a specific work of art, its author. is expressed.

Aesthetic interest is seen in the aesthetic activity of a person, in the aesthetic representation of reality and works of art. The main signs of aesthetic interest are the student's desire for aesthetic activity, collecting and collecting the works of art that he likes, reading and perceiving them over and over again, trying to express an opinion about them, the opinion of others on this issue. interest in knowledge is expressed by the presence of a selection feature, which is manifested in the preference of a certain artist, genre, direction, etc. For example, students collect paintings and works of artists they are interested in, and read them over and over again. They are distinguished by the breadth, depth, stability or instability of personal aesthetic interests. This is reflected in their level of activity and aesthetic and practical relationship to life.

The level of aesthetic interest in the student can increase or decrease as a result of pedagogical influence.

Aesthetic interests cause aesthetic needs to arise in the student. Aesthetic taste is a complex phenomenon formed by the combination of personal and social characteristics of a person. Taste by its nature is only personal, but since the person is a set of socialrelations, it combines both subjective and objective standards that serve as criteria for aesthetic evaluation.

Appreciation refers to the process of acquiring the aesthetic essence of an object or event, and taste is expressed in the aesthetic attitude of a person to an object or event. Aesthetic taste is formed through the flow of aesthetic information, a set of aesthetic and moral norms, and is clearly manifested in the individual's aesthetic evaluation of objects and events.

Aesthetic feeling is a subjective experience of a person's aesthetic assessment of an object or event. Aesthetic feeling is expressed in the student's spiritual enjoyment of the shape, color and content of the given object or, on the contrary, hatred. Aesthetic feeling is meaningful, complex, deep and diverse according to human intelligence.

Aesthetic feeling can create deep and stable aesthetic interests. The student's aesthetic perception, knowledge, judgments, evaluation, ideal, feeling, interest, need and aesthetic activity, the unity of aesthetic taste, prepares him to be an aesthetic activist, to show his activity. He tries to gradually change the environment based on the laws of sophistication, to create sophistication, because a person not only observes sophistication, but also creates it.

An aesthetically educated person strives to make life beautiful, is aesthetically active. His aesthetic activity is in the aesthetic skills acquired in creating sophistication in life: in beautiful, elegant dressing. it is manifested in cultural behavior, self-control, creating an aesthetic environment in the family and work.

Along with "aesthetic education" there is also "the concept of artistic education". Artistic education refers to the development of a person's aesthetic perception of the content and form of works of art with the help of art tools, the formation of artistic taste and abilities necessary for participation in a certain type of art and creative activity. Art has an emotional-aesthetic effect on all aspects of a different aesthetic person and introduces him to various types of artistic activity.

Acquaintance of students with works of folk art, naturally, makes them want to attract colorful materials to lessons in order to diversify their visual activity, to more effectively realize the aesthetic culture of children.

The following methods of using applied art elements in drawing classes can be distinguished: - conversations about the emergence of certain crafts;

- production technology; - practical work;
- modeling and emotional perception;

- using the project method.

The process of developing students' aesthetic culture through the elements of applied art can have different effects on their artistic practice.

- Pattern composition in students can be formed directly under the influence of the folk example.
- Pupils can have more indirect contact with the elements of applied art. The following typical problems can be noted in drawing classes:
- there is no internal motivation for activity, or the student works according to a template (does tasks for assessment, lacks self-knowledge, self-improvement);
- the student cannot apply the theory in practice - is afraid of practical activities (pulls, starts work on himself, waits for teacher's help); In order to solve these problems, it is especially important to give students the ability to apply the elements of applied art.

The main feature of this approach is to activate learning by giving it a research, creative character, and thus to develop an aesthetic culture for the student.

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