



SYSTEMAL APPROACH TO THE DEVELOPMENT OF INTEREST IN AESTHETICS IN PRIMARY SCHOOL STUDENTS.

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ABSTRACT: the content of a systematic approach to the interest in natural aesthetics in primary school science lessons the combination of teaching methods forms and means raising their ecological, culture by organizing aesthetic education in their lessons to feeling the beauty of nature, feelings of conservation and personal life. Aspectse of the correct formation of the worldview are highlighted.

Key words: primary education, aesthetic education environmental awareness, lesson, form, methods, tools, problem, scientific and creative activity..

Introduction

The problem of nature-society-human relations is of great importance today. Society, man's activity towards nature is becoming more and more tense. For this reason, the spiritual and social approaches of mankind to nature are being studied.

The value of nature is emphasized not for the individual, but for the benefit of future generations, that is, the problem of nature-society and human relations is given a high spiritual content.

Aesthetic, spiritual, ecological education through nature is an important sign of all-round development of the person, but this process cannot be carried out without the pupil's interest in nature. Therefore, formation of aesthetic education in youth is the first basis of ecological, spiritual education.

Explaining the interest of nature in primary school students through its aesthetics is socially important, because it is a mixture of age-important features. The search for beauty in nature and its unintentional destruction; propensity to do; It embodies a savage attitude to the flora and fauna.

Materials and methods

These problems with students are not only relevant due to the changing nature of their relationship to nature (from which nature suffers and dies), but also the fact that the natural beauty of nature, which threatens human life, is disappearing. very relevant. This situation raises a number of topical issues, which in turn led scientists R. Khasanov, S.Kh. Fayzulina, Yu.T. Shodimetov, T. Akhmatova, E.O. Turdikulov, world scientists E.V. Kvyatovski, I.D. Zverev, AN Zakhlebniy, VP Tugarinov and others.

Educating young people in the spirit of acquaintance with the beauty of nature is gaining a new meaning today. This is an aesthetic content that requires students to have an ecological and moral attitude towards nature.

Man must contribute to the prosperity of nature.

One of the most important tasks is to develop students' interest in the aesthetics of nature, especially in the primary school science.

Although various aspects of ecological aesthetic education of primary school students have been studied to some extent, the problem of developing students' interest in natural aesthetics in the classroom and in extracurricular activities has not been studied in detail.

The environment, nature, first of all, has a "cultural significance", which means that it has a spiritual and aesthetic significance.

Everything that belongs to the nature of the motherland, not only national, but also universal, of course, has a high priority in the harmonious, aesthetic view of nature. Therefore, it is important to instill in the younger generation a high sense of responsibility for the conservation and reproduction of natural resources.

In a certain system of aesthetic education process associated with nature, students not only develop an interest in the beauty of the environment, but also the ability to feel, see, appreciate this beauty, as well as its reflection in any kind of creativity. The aesthetics of nature, which has set itself the task of creating, is a powerful factor of ecological education.

Deep interest, sharpness of perception, understanding of the beauty of nature, spiritual orientation of the process of aesthetic education of young people through nature. This is an integral part of universal education. In turn, the spiritual and aesthetic content of this process requires environmental education.

Aesthetic education of young people through the beauty of nature, the sharpness of perception, the perception of the beauty of nature through its diversity is closely linked with the spiritual and environmental education, in which the aesthetic education of students in the spiritual and ecological direction is important. It would be appropriate to talk about Aesthetic harmony and balance in the natural environment, pride in the beauty of the motherland, the principles of using natural resources, the need for and preservation of natural beauty, the need to intensify the humane attitude to it.

Main part

An important pedagogical factor in the younger generation is the formation of a spiritual attitude to nature, the environment, its beauty, diversity, based on the advanced moral principles and legal norms of society.

However, this problem is not reflected in the scientific, pedagogical, methodological literature and research. This negatively affects the ability of students to see nature aesthetically, to have a spiritual attitude to it and to form their ecological culture. At the same time, there are problems with the preservation of nature, the current state of the environment, the disappearing beauty of flora and fauna.

Indeed, nature is an aesthetic value, which is especially important in times of ecological crisis. The development of aesthetic attitude to nature in the minds of young people strengthens a conscious and creative attitude to it. Nature, which is recognized as an aesthetic phenomenon, first of all embodies the factor of formation and development of aesthetic feelings. Although the level of opportunity depends on the intellect, in the context of the "human-nature" relationship, an aesthetic feeling rich in positive emotions about spiritual culture emerges. In this case, nature is manifested in an aesthetic sense. In its

perception it is possible to distinguish a number of levels and layers that turn nature into an aesthetic value.

When we understand the beauty of nature from an aesthetic point of view, we discover its inner riches and laws scientifically, we discover new mastered nature through our knowledge and experience of its beauty. "A direct interest in the beauty of nature is connected with goodness," which includes the spiritual value of nature. It also has social value. Before studying an event or process, it is necessary to know the terms that make it up. For this reason, we need to consider such concepts as "nature", "objective beauty in nature", "laws of beauty".

"Nature" - the whole earth has existed since ancient times. Nature is matter that moves in space and time. Nature is a whole universe of macro and micro worlds. The flower of nature is man; Nature, with its beauty, laws and appearances, is an ever-evolving matter, it is multifaceted, and its beauty is a special objective quality inherent in its composition. In the past, our ancestors formed the basis for the aesthetic study of nature and the doctrine of the coming beauty of nature. They asserted that nature is infinite in the form of beauty, in light, in the harmony of colors, in the set of colors, in paints, in structure, in harmony, in rhythm, in balance, in proportion, in purpose. This beauty is called to seek, see and understand with love, the methodological basis of understanding the real world, from its live observation to abstract thinking and from it to the formation of the character of knowledge. This fills the activity of aesthetic cognition in nature with new content, introduces into it an emotionally-practical, active creative attitude.

Knowledge of the aesthetics of nature embodies its tried and tested alternative.

The main feature of beauty in nature is the high level of beauty, which is embodied in the norms of this species and we perceive it in relation to the content. At this point, I.F. It would be appropriate to cite the following views of Smolyaninov. He had said the following; "Beauty is a necessity of nature, the aesthetic reserve and richness of the real world" (64).

The content and essence of aesthetics in nature are as follows;

The laws of development, distinguished by elegant and perfect movements, are from the movement of matter;

The proportions and richness of shapes, colors, lines, and the diversity of variety, the perfection of compositional structures, the unity of content and form.

In the aesthetics of nature, first of all, there is the category of beauty, which reflects the perfection of form and reflects its aesthetic features. This happens when a natural phenomenon reaches maturity, when its qualities and properties (according to the laws of nature) are revealed.

Nature is a great master of upbringing, of bringing everything to perfection. Everything in nature is a part of dialectical integrity and a uniquely complex world. Nature is a deep source of knowledge about its beauty, big and small discoveries. Nature is an inexhaustible source of knowledge, primarily aesthetic knowledge. The beauty of nature is the highest beauty that can be achieved in the perfect unity of form and content, in particular.

The interest of primary school students in nature is an important factor in their knowledge of nature, its individual phenomena, types, objects, in particular, the formation of aesthetic interests in them.

The formation of students' interest in the aesthetics of nature in terms of its ecological dependence and the human-moral attitude to it is an important socio-pedagogical problem associated with the spiritual-aesthetic and spiritual-moral requirements of society.

This interest plays an important role in the interests of adolescents, because it has a socio-educational direction, acquires important qualities and attributes of the person necessary for active life, develops the spiritual and aesthetic aspects of nature. aesthetic values, a conscious need to get acquainted with nature in general; environmental problem, which is an important condition for the prosperity of nature; the need for a spiritual and moral attitude to nature is realized.

However, students' interest in nature, in particular its interest in its aesthetics, has not been studied. No work has been done to study the formation of interest in the aesthetics of nature in relation to its ecology and its spiritual and moral attitude. This problem is not in demand in the schools of the country, but in a number of normative documents emphasizes the need to create new approaches, optimal forms, methods, tools, methods for the formation of students' interest in nature, especially its conservation, ecology. it is given.

Schools have all the opportunities and the necessary conditions can be created to solve this problem. This requires a system-oriented, science-based process with appropriate content, form, methods, appropriate methodology, psychological-educational theory and school practice.

The following is required to resolve the issue:

- Relevant methodological and conceptual pedagogical approaches;
- Theoretical bases that reveal the essence of aesthetics, in particular, the interest in nature, ecology, its socio-pedagogical significance;
- Psychological aspects, pedagogical bases;
- Analysis of the theory and practice of the problem.

To teach students to look at the aesthetics of nature in a new way on the basis of ecological conditions, to fully understand its beauty, and thus to understand the natural world, the harmony of all things in nature, its harmonious perfection;

Formation of general or specific interest of students in the field of nature, aesthetics and ecology;

Orientation of students to the application of knowledge, skills and abilities in the field of natural aesthetics;

Bringing young people into the world of beauty;

Satisfaction of students' interests and needs in the field of natural aesthetics;

The level of mastering the ways and methods of acquiring knowledge of natural aesthetics;

Consideration of all areas of students' interest in the aesthetics of nature, its ecology in the status of qualitative formation of personality;

To consider the structural-logical components of the process, such as causal, emotional cognitive, intellectual-creative, analytical-valuable, figurative-creative, active activity and labor, in a certain sequence of tasks;

Comprehensive development of the person, contribution to increase of the general aesthetic culture;

Implement an interdisciplinary approach to problem solving;

Use the acquired knowledge, skills and abilities as a means of stimulating interest.

The proposed circle has a wide range of opportunities to develop students' interest in the aesthetics of nature. In each section of the program, in each lesson, new and specific material is provided for the formation of this interest in students, the search for new approaches to solving the problem.

Aim: to form students' interest in nature, its phenomena, objects, types.

The main direction is to guide students to interact with the aesthetics of nature, ecology and its spiritual and moral approach.

Position:

In the student:

Emotional - knowledge of the aesthetics of nature and its history on the basis of knowledge, understanding;

Communication with wildlife and fine arts - landscape, animalistic genre, still life, other visual and communication tools;

To form in the student an interest in the aesthetics of nature through the development of imperative activities and the use of labor for the flourishing of natural beauty;

Important theoretical directions of the studied process:

Socio-pedagogical essence of the educational process;

Education is a unit of development of upbringing; round them up in order to solve the problem in a practical way;

Scientific and practical direction of the problem;

Active emotional cognitive activity of young people;

Free choice of acceptable natural phenomena, types and objects, understanding of their aesthetic and ecological functions;

Systematic process, purposeful focus on stabilizing, enriching and improving students' interests;

An individual approach to them.

Requirements to the content of the program of the circle on aesthetics of nature;

Academic and methodological degree;

Educating students in the spirit of aesthetic values;

The study of nature as an aesthetic value that is largely dependent on man;

Aesthetic education;

Spiritual and moral education;

Formation of interest in the aesthetics of nature in relation to ecology and spiritual and moral attitude to it;

Aesthetic and ecological education of youth;

Aesthetic perception of nature, the formation of its creative reflection in various conditions, situations, interactions and interdependence with man;

To direct young people to independent study of aesthetic and ecological knowledge, aesthetic, propaganda activities and useful work in the interests of nature.

Structural-logical and semantic structure of the pedagogical system (model):

Causal socio-personal oriented emotional and psychological readiness of adolescents, which activates the movement to choose interests;

Formative emotional cognition

Special educational, developmental factors that help to define and understand their interest in nature, its aesthetics and ecology;

An intellectual-creative direction, which includes methods of independent acquisition of knowledge, in which the aesthetic analytical approach to this or that object of interest is a priority;

Dialogue on the aesthetics and ecology of nature;

Dissemination of active and socially useful participation in school activities with a "package" of knowledge, an arsenal of skills and abilities, covering lessons on nature, its aesthetics and ecology, norms and rules, behavior in nature;

Self-adaptation in relation to the aesthetics of nature, the final result aesthetic cocktail.

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