



## SCIENTIFIC AND THEORETICAL BASES OF NATURAL SCIENCES IN THE DEVELOPMENT OF AESTHETIC EDUCATION OF PRIMARY SCHOOL STUDENTS

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### Annotation

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 and analyzed.

**Keywords:** Primary school, natural aesthetics, environmental problems, psychological and pedagogical factors

### Introduction

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 elementary school students' interest in nature through its aesthetics is socially important, as it is a mixture of age-specific features. The tendency to seek and destroy beauty from nature without thinking, to relax from nature and to engage in negative behavior in nature, includes a savage attitude to the flora and fauna.

These problems with students are not only relevant due to the changing nature of their relationship to nature (nature is being harmed and destroyed), but also the fact that the natural beauty of nature, which poses a threat to human life, is disappearing. very relevant. This situation raises a number of topical issues, which in turn have been addressed by scientists R. Khasanov, S.Kh. Fayzulina, Yu.T. Shodimetov, T. Akhmatova, E.O. Turdikulov, world scientists E.V. Kvyatovsky, ID Zverev, AN Zakhlebny, 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.

One of the most important tasks is to develop students' interest in the aesthetics of nature, especially in the primary school science. This study discusses the interrelationship of aesthetic, environmental and spiritual values. To develop students' interest in the beauty of nature, the principles of using nature, the need to promote and preserve the beauty of nature, the development of aesthetic education in these primary school students, as well as interest in natural aesthetics in research. However, its scale reaches the level of aesthetic education, interrelated with natural factors, means, ecological and spiritual-moral principles. This requires students to have a certain system of knowledge about the beauty of nature.

- Attitudes towards nature cannot be ecological without moral content. It is important that the interest in nature, aesthetic attitude, spiritual feelings other than spirituality should be strengthened by aesthetic and moral understanding of nature. Primary school students should be motivated to the development of aesthetic education, to be in a stable, active, emotionally cognitive relationship to the aesthetics of nature, to strive for a deeper understanding of the beauty of nature, its harmony in the object of "their" interest.
- Requirements for spiritual and moral qualities;
- Perception of nature with its moral values;
- The importance of human moral behavior for the harmony of nature;
- To know the norms of nature use, to determine one's attitude to nature and its beauty;
- Always treat nature wisely and ethically, knowing the norms of its use;
- To understand that the future of nature is our spiritual and moral perfection, and its prosperity is the future of mankind.
- These requirements direct the interests of students to nature, its responsibilities, which ensures the social stability of interests.
- Aesthetic interest in nature is combined with the level of moral and social development.

But why the priority is the aesthetics of nature, to improve their interest in the aesthetics of nature. For this reason, the problem of natural beauty is of paramount importance. The beauty of nature is intertwined with its proportional laws, the



logical norms of life, the aesthetics of nature lies in the principle of harmonious harmony in nature.

Main part:

The interest of primary school students in the aesthetics of nature develops in them the following positive qualities;

- A sense of community in observation, conservation of nature, enrichment of its beauty;
- Aesthetic feeling of the colorful world;
- Kindness and compassion;
- A sense of community in preserving the environment, nature, enriching its beauty;
- Responsibility for the beauty of nature;

The flower of these positive qualities is the aesthetic consciousness and the responsibility for the beauty of nature. A student with an aesthetic consciousness lives with the outside world, with the changes of nature. The teenager begins to think anew. Understands the need to preserve national values based on such an approach to nature.

Perceived social value of nature serves as a moral attitude to the definition of norms of attitude to nature. As a result of students' attitude to nature, there are positive shifts in their moral views. Gradually, the student will gain an understanding of the aesthetic crisis in nature. The savage attitude to nature promotes the disappearance of the unique beauty of nature from the face of the earth due to unscientific economic activity.

In Central Asia, including our country, important steps have been taken to preserve nature and its resources: the use of nature, control over the material and spiritual resources of nature, the establishment of societies for the preservation of natural monuments, the adoption of a program of environmental action - The negative consequences of technological progress (air, water, land pollution by various industrial wastes, etc.) are prevented. Strict measures are taken against the use of natural resources, consumerism and homelessness.

Environmental issues have been raised as a priority issue of national importance. However, so far it is not enough to pay attention to the natural resources, their interdependence, beauty, the priceless blessings of the colorful world.

In educational institutions, secondary schools, especially in primary education, the system of knowledge about the aesthetics of nature is still not sufficiently absorbed by students. The solution to this problem requires the solution of

educational tasks. In particular, it is necessary to solve this problem in extracurricular activities with students on the study of nature. The current state of nature requires the urgent solution of an important issue in the formation of a sense of natural aesthetics in the younger generation.

To do this, students need certain knowledge. It is necessary to identify this system of knowledge and create a methodology for teaching it. The future of planetary nature depends on the aesthetic education of young people in relation to nature. The decisive role in this is inevitably played by the aesthetics of nature. Teaching is a very important pedagogical problem.

If nature is not a completely aesthetic object for upbringing, there is a danger that the beauty of the land will be completely lost. Therefore, the formation of students' interest in nature and its aesthetics is an urgent problem. Given the social significance of the problem of forming students' interest in the aesthetics of nature in primary school science classes, it is necessary to determine the main scope of methodological guidelines for this study.

These are recognized as follows:

- The task of moral attitude to nature is considered as a social order;
- Students need the ability to have a direct aesthetic sense of nature, emotional, creative understanding of its beauty, a comprehensive understanding of the notions of harmony and harmony in nature;
- The balance of aesthetic and environmental factors in nature;
- Respect for the beauty of nature, as well as the role of man in its balance;
- To look at it as a great aesthetic value that perishes as a result of crisis ecological conditions and situations that arise as a result of violations of the laws of nature and the balance of life;
- Including the noble man in the supreme beauty created by nature;
- The formation of students' interest in the aesthetics of nature is an important factor in the spiritual life of the younger generation, aimed at preserving and enriching its beauty.

Feeling the beauty of nature, interest in it is a deep human quality that calls for kindness, love, so the formation of interest in the beauty of nature is closely linked with the spiritual development of students' personalities. At the same time, such feelings as humanity, patriotism, which determine the spiritual and moral behavior of students in nature, as well as practical assistance in preserving nature and enriching its beauty, are important.



The formation of students' interest in nature and its aesthetics in primary school science lessons is an important social pedagogical problem, because this period of adolescence is characterized by its non-social activities, susceptibility to various non-personal influences, social dangerous and immoral. Moreover, in our time, many prefer economic market activity to spiritual activity, and purposeless recreational activity to spiritually useful and aesthetically developing activities. Undoubtedly, such processes have a negative impact on young people. Forming students' interest in the aesthetics of nature, mastering its aesthetic beauty guarantees them a rich life with interesting impressions and knowledge.

Indeed, the aesthetic value of nature is not one-dimensional in nature. It should be borne in mind that this "phenomenon" is an integral part of the structure of the macro-system "society - nature". The aesthetic value of nature in the aesthetic impression is the encouragement of rich, positive emotions. "In this aesthetic perception of nature can be divided into several levels, layers that turn it into a spiritual value." Here not only the subjective psychological factor of perception, but also the general spiritual level of students, as well as the orientation of their perception is important.

While mastering nature aesthetically, students will be able to see the inner "norm" of science in it, that is, the internal connections and laws, based on previously known concepts such as beauty, beauty, elegance. it is necessary, that is, the beauty of nature is studied by students through the richness of the inner content, the aesthetic value of nature is mastered through such knowledge.

As students purposefully master the aesthetic value of nature, they draw their efforts to it and raise it to a new stage of development as a person, spiritual and aesthetic enrichment. The aesthetic value of nature is an incentive for the student's artistic creativity and creative activity, which "determines a certain direction of artistic thinking", that is, justifies.

"Purposeful communication with the beauty of nature enriches and changes its spiritual world with a deeper understanding of the highest spiritual norms, such as goodness and kindness. Therefore, there is a didactic content in the aesthetic relationship with the natural environment. Adolescents, realizing the beauty of nature, rise above personal life, move to a state of elevated worldly emotions, focus on the human aspects of life.

If the education of the student is organized, supervised, controlled, nature and its aesthetics have a great educational effect on the student; There is not only sensory communication, which is limited to the manifestation of aesthetic emotions, but





also the effect that causes certain changes in the aspects of the student's personal consciousness and emotions.

In the perception of nature (sky, rivers, forests), adolescents develop a variety of impressions and associations, which can be called "paralinguistic information that affects the future activities of the individual." Such "non-verbal information, emotions, fantasies, influence the process of formation of ideas." Among them, first of all, there are patriotic feelings associated with clear natural landscapes.

### **Materials and Methods:**

From the point of view of the purpose of the research, emphasis is placed primarily on the following educational process;

Development of the program of the circle and optimal use of its opportunities in primary school students in the development of interest in the aesthetics of nature in relation to its ecology and the spiritual and moral attitude of man to it;

Students acquire specific theoretical and practical knowledge on the aesthetics and ecology of nature, moral norms and rules in nature, attitude to nature;

A comprehensive and interdisciplinary approach to problem solving;

The combination of aesthetic, ecological, spiritual, creative and labor education in the research process.

The individual, the adolescent, as well as his or her research interests, in particular the individual's personal factor, must be taken into account. As the great Navoi said; "Although human beings are equal in nature, they are endowed with different qualities" "There are no two leaves on this branch, there are no identical people in the world" (from the epic "Saddi Iskandariy").

It is important to study the initial level of students' interest in the aesthetics of nature, as well as the final results that are expected to be achieved in the research process. In the process of solving the problem in a practical way, it is necessary to monitor the growth of this interest. Developing students' interest in the aesthetics of nature is not a strategic goal. The main thing is to create an active position in relation to nature, a motivated conscious awakening to the world, emotional attachment to the object of "own" interest, maximum interest in it, new knowledge and impressions in the field of environment, primarily in interaction with nature and environmental factors, to arouse the desire and aspiration to enrich with aesthetic knowledge and impressions.

Let us recall the views of the great Farobi on the multifaceted, first of all, spiritual benefits of nature to man. It is necessary to add the word Farobi.



As for desire and aspiration, Burhanuddin Zarnuji wrote as follows; "Conscious desire is necessary in the study of science, because conscious purpose is the basis of all situations" ("On conscious desire in the educational process"). Alisher Navoi also supports his opinion; "By the aspiration of your mind, you will open a strange, strange world" (from the epic "Saddi Iskandariy").

The main thing is to form a stable emotional cognitive interest as an aesthetic value, depending on the ecological conditions of nature in general, its individual species, events, objects.

In the next system: a positive attitude needs a sustained interest to deepen and strengthen interest.

Forming a need for independent emotional cognitive activity, mastering different ways of mastering the material.

The aesthetics of nature, the creative experience associated with it, and the students' offer of options on a variety of topics, forms, and types that acquaint them with the observation of the moral culture of those around them. It is important that students incorporate the knowledge, skills, and competencies they have acquired in natural aesthetics and environmental education into their lives and use them in a variety of alternative situations.

In the main students, the set of "own" interests is based on the socially important imperatives of the individual, namely: the ability to anticipate their aesthetic perfection, ecological "adaptation", about nature, its aesthetics and ecological the need for knowledge about upbringing: the development of traits such as aesthetic perception and ability to observe.

### **Literature Review:**

At one time, Navoi emphasized the need to observe beauty ("I am amazed to observe the world"), while the great Ibn Sina said, "There is no pleasure without understanding." it must be a perception formed by the mind" ("Encyclopedia") Ability to think, to make aesthetic judgments, to relate to nature in relation to its ecological destiny:

However, as Zarnuji Burhaniddin points out, "meditation must take place before the speech, because speech is like the horizon, and in order for it to reach the target, it must be given the right direction through meditation." from fertilizers made to birds).

The psychological factor should be focused on the characteristics of adolescence, the emotional load of cognitive material, emotional perception of nature, the



emotional environment of training, an important factor in the acquisition of knowledge is perception. Here it would be appropriate to quote the famous educator of the East, Farabi: "Emotion is a tool that helps the human soul to acquire knowledge" (from the introduction to the treatise on logic).

The workload of knowledge, skills and abilities, the practical complexity of their improvement.

Factors to use:

- Living nature;
- Bright, memorable, memorable material;
- Highly artistic works of fine arts;
- Folklore, fiction, reference books, dictionaries, notes of naturalists;
- Mass media, television, movies and other means of communication, as well as games and entertainment

Personal motivation and individual needs need to be taken into account. Engage students in independent volunteer emotional-cognitive activities to deepen and reinforce their "own" interests.

Each lesson should include an aesthetic and environmental awareness that is interesting and engaging for the students, and the reasons that motivate it to be creative.

To present the nature and aesthetics of our country to students as a national and universal value in need of ecological well-being.

It is important that nature is perceived by students as a spiritual aesthetic value, an emotionally creative individual: and man as the highest aesthetic phenomenon in nature. It is worth remembering Navoi's opinion about man that "man is the highest and most precious blessing of the Creator, the most perfect creation of nature."

In this process, it is necessary to direct students to think, draw conclusions and make judgments that the beauty of nature depends not only on environmental phenomena, but also on man himself. Oybek's "Man! You were born a horn of nature, but you celebrated every step with your savagery. The globe groans. Man is beauty, the giant of goodness is the first enemy," he said.

The process under study should be viewed as an in-depth emotional cognition, an aesthetic pursuit of nature, consisting of an active pursuit of independent cognitive activity.





To do this, it is necessary to provide students with real conditions, to take into account the various psychological and pedagogical factors that contribute to the positive outcome of this practice.

The solution of the problem requires a pedagogical approach, setting specific tasks, using the opportunities of training programs, a certain process system with a large emotional load. Component organization of the process, proper guidance and management of students, their activities, giving them emotional psychological and optimal pedagogical guidance.

Development of a number of requirements for educational material, various information, visual aids, primarily visual arts (landscape and animal genres), television and cinema (documentary, feature, popular science) films.

Based on the results of the research, to develop recommendations for primary school students to improve the formation of interest in the ethical relationship to the aesthetics of nature.

The studied process is considered as a socially formative attitude to nature, its aesthetics, the role of man in the flourishing of the beauty of nature, the development of students' inner need to master the aesthetics of nature with these factors.

The direction and process of training is inextricably linked with the general tasks of the formation of the adolescent's personality.

## **Conclusion**

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.

In the interests of adolescents, this interest plays an important role, because it has a socio-educational direction, acquires important qualities and qualities of a 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 it is necessary to create new approaches, optimal forms, methods, tools, methods for the formation of students' interest in mother 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 and pedagogical theory and school practice.

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