



ECO AESTHETIC EDUCATION OF FUTURE SPECIALISTS OF PRESCHOOL EDUCATION ARTICLE IN THE MAGAZINE FOR STUDENTS

Oygul Ashurova Anvarjonovna
Lecturer at Fergana State University
Departments of Preschool Education

Annotation

The forming of students' environmental culture in educational field of a university is displayed. The formation models of moral and aesthetic components of the environmental culture are presented, the content of units and modules is disclosed. Fragments of the author's programme of the environmental and educational projects are given.

Keyword: Environmental culture, moral component, aesthetic component, educational field, model.

The formation of an ecological culture of the individual is one of the urgent and priority tasks of the educational work of modern pedagogy and is an area of purposeful pedagogical activity designed to change the attitude of a person and society to the environment.

To preserve the biosphere, traditional measures to improve environmental management are not enough to assimilate and deepen environmental knowledge. It is possible to overcome this situation by enriching the moral and aesthetic potential of a person. In this regard, modern pedagogical science pays special attention to improving the system of environmental education and upbringing, environmental awareness, environmental activities. The ecological component of the content of the educational process will contribute to the manifestation of new relationships in the human-nature system.

Currently, in order to understand the laws of rational use and reproduction of natural resources, to reassess the means of influencing the natural environment, to assimilate relevant knowledge, to develop the spiritual world of a person capable of morally and aesthetically developing relationships in the natural world, a new type of culture is being formed, adequate to the modern ecological situation – ecological culture.

"Ecological culture is the level of development of general culture characterized by awareness of the self-worth of the natural world and man as part of nature,



developed need for responsible, predictable, expedient activities based on moral, aesthetic and value perception of the natural environment, leading to the humane establishment of conformity and harmony between the ecological needs of a morally and aesthetically educated person with the possibilities of the natural world, leading to the convergence of nature and culture, i.e. the ecosphere".

"The ecological culture of a student is a qualitative change in the spiritual world of a person under the influence of basic and special knowledge, skills, norms of behavior, experience of free choice of actions in the natural environment, expressed in the ability to aesthetically perceive, morally, actively act, generalize and analyze diverse natural relationships and phenomena, the ability to transmit, form and develop these qualities in the spiritual world of the younger generation, realizing the coevolutionary path of development of nature and society".

Purposeful educational and educational courses, projects, programs, models contribute to the formation of the ecological culture of university students.

"The model of formation of moral and aesthetic components of the ecological culture of students" is a system of a meaningful pedagogical process that creates a scientific basis of beliefs that serve as guidelines in behavior, activity, relationships in the field of "man-nature". The modeling method provides a clear professional orientation and coordination of pedagogical activities for the formation of moral and aesthetic components of the ecological culture of university students. The model allows you to manage, rebuild, and improve the pedagogical process under study.

The model includes information from the field of natural science, general humanitarian, pedagogical disciplines, laboratory and practical classes, field practices, elective courses, creative studies and research activities.

The formation of moral and aesthetic qualities of the personality of university students is the main goal of the pedagogical experiment, which subordinates the functions and actions

of all the components of the model being developed to form the ecological culture of the individual.

The proposed model defines the following components of the system model blocks: 1. motivational-target;

2. informational and cognitive; 3. creative and activity;

4. control and evaluation.

The first block - motivational-target - involves the development of the motivational sphere of personality, i.e. motivating forces for the formation of the moral and aesthetic component of the ecological culture of the individual, based



on environmental knowledge, skills, skills acquired in the process of studying subjects of the biological cycle. Information from the field of botany, zoology, human anatomy, ecology, etc., not only deepens knowledge, develops ecological interest, but also ensures the formation of a reasonable responsible relationship with the world of nature and reflects the willingness of individuals to act ecologically.

Field practices in natural sciences allow students to acquire sustainable ecological skills, habits and experience in herbarizing, preserving, fixing plant objects and mounting herbariums for scientific collections. To master the skills of observing biological objects, methods of studying and predicting the state of the environment. To study the methods of monitoring reference natural territories and forecasting the natural environment, while studying and consciously observing the norms and rules of behavior in the natural environment. Such a method of communicating with nature opens up more possibilities for forming moral normal relations with nature.

In the process of cognition related to the natural reality, students have an idea of the aesthetic picture of the natural world and its value, in connection with which they are ready to reconsider, overestimate their attitude to the growing animal kingdom of nature.

B.T.Likhachev identifies the following features that encourage a person to express moral and aesthetic relations to nature - nature is an object of cognition and aesthetic perception. The study is capable of forming a scientific worldview. This is due to the necessity of obtaining environmental knowledge and the implementation of universal, mandatory ecological education, laying the foundations of ecological culture[3].

Thus, the motivational-target block has potential opportunities for the development of motivating forces for the formation of moral and aesthetic components through the assimilation of environmental knowledge and the development of environmental interest in the process of studying the subjects of the natural science cycle.

The second block-informational and cognitive-includes information from general humanitarian disciplines, primarily philosophy, psychology, pedagogy, cultural studies, which will form not only the ideological space, views, beliefs, stable motivation, in a moral and aesthetic orientation, but also influence the development of personality, creating a holistic image of the world, revealing the concept of "nature", "man", "culture".



This ensures the interaction, interconnection, synthesis of the only components of the system model.

At lectures and seminars on philosophy, students get acquainted with scientific, philosophical and religious pictures of the world, comprehensively analyze the definition of "man-society-culture" and separately focus on the relationship between the system "society-nature". They reveal the meaning of human existence, freedom, responsibility, and morality. There are moral and aesthetic values and roles in a person's life.

In the course of general psychology, the human problem is presented as a subject of systematic research. The main psychological theories of personality, orientation and its psychological manifestations, needs, motivations are studied. The features of perception, imagination, emotions, feelings and will are characterized.

The cycle of pedagogical sciences reveals the methodological foundations of morality, provides information about the need to use environmental knowledge in order to preserve nature and prevent irreversible disruption of ecological balance. Indicates the methods and technologies of organizing the development of moral qualities of a person. Focuses attention on

the definition of goals, objectives, content of aesthetic education of students, using the activation of aesthetic self-development and self-improvement of personality.

The course of cultural studies is aimed at mastering the basic concepts: culture, civilization, cultural anthropology, cultural values and norms, cultural traditions. Ethnic and national cultures are considered. The topics of culture and nature, culture and society, ecological culture and global problems of modernity are especially presented.

The content of the disciplines of the humanities cycle has a sufficient base of possibilities for a deep understanding of knowledge about the laws of the evolution of nature and man, orienting the formation of ecological culture.

The third block - creative and activity - includes the development of the author's special material - the textbook "Moral and aesthetic education in the process of formation of ecological culture" [1]. The content of which was implemented in the framework of the courses "Formation of Ecological Culture" and "Floristic Art". Using the content of the course "Formation of ecological culture", it was supposed to deepen knowledge about the moral and aesthetic component regulating human behavior when communicating with nature, to identify the principles of ecological humanism and the concept of preserving the biodiversity of nature, to reveal the



emergence of environmental tensions and to outline ways to stabilize the relationship in the "man-nature" system.

The logic of the content is the following:

- analysis of the problem of formation of ecological culture;
- identification of the moral and aesthetic system-forming component of ecological culture;
- presentation of myths, legends, fairy tales as a source of moral norms, rules of human interaction and nature;
- the meaning of the mythologization and the meaning of the personification of nature;
- the disclosure of the concept of "cosmism" as a phenomenon that reveals a person as an improving natural being capable of building a harmonious relationship with the world of nature;
- analysis of the dynamics of moral and aesthetic relations between man and nature from ancient historicepochmodernity;
- consideration of human ecology and development of ecological problems; -post-industrial period, noosphere.

The course "Floral Art" - the art of making flower compositions from natural and decorative materials - is focused on the organization of the creative process with the aim of forming moral and aesthetic components of ecological culture.

Creativity is the creation of an original product, a product in the process of working on which self-applied knowledge, skills, skills, including their transfer, combination of known methods of activity, or a new approach to solving the problem was created. Teaching and creative activity is considered as an activity that contributes to the development of a whole complex of qualities of a creative personality: mental activity; the desire to acquire knowledge and skills; independence in the choice of solving tasks .

This course solves the following tasks:

1. Formation and development of emotional perception of the natural world as a source of beauty.
2. Education of the aesthetic need to communicate with nature through creative activity.
3. Development of aesthetic knowledge, skills, and taste.

Mastering ecological knowledge, preschoolers learn about their own constitutional features - the corporality of living beings, about the enduring value of life. This improves the morality, spirituality of the individual, the



aesthetic perception of nature, the ethics of human interaction with the outside world is formed. There is an increasing opportunity to improve cognitive skills, observation, cognitive interest, the ability to understand the consequences of actions, to realize the importance of observing the rules and norms of behavior in nature. The aesthetic culture of the educator is a complex structure that exists in the space of the external and internal world and covers its professional, general cultural and personal aspects.

In the personal development of an educator, it is extremely important to have a qualitative combination of moral, ethical and artistic and aesthetic development on the principle of full and free realization of the essential forces and abilities of a person. It is in activity that the system of an individually differentiated artistic and aesthetic attitude to reality finds expression. According to Kipling, an educator is interesting who is able to think without making thought his goal, combining true education with the will and the ability to realize oneself in creative activity. In modern pedagogy, aesthetic culture is the subjective position of the teacher, which determines the promotion of cultural values, their spiritual, aesthetic and artistic significance to the generations of students being taught and brought up.

Aesthetic culture is the most important component of the spiritual image of a person, on the presence of which and the degree of its development depends on the intelligence of a person, the creative orientation of aspirations and activities, attitude towards the world and other people, which is very important in modern society.

The aesthetic culture of the educator is the leading factor in the spiritual, general cultural and aesthetic development of both students and their parents. The educator forms aesthetic feelings, needs, the foundations of a healthy taste for children, develops their emotional responsiveness, and so on. These are the very characteristics of the emotional-sensory sphere of a person, which will later determine the content of his social actions, the route of his personal and general cultural development, and form his creativity for all future activities.

The necessary conditions for the formation of the aesthetic culture of the educator are:

- adherence to the principles and norms of morality;
- development of skills of independent moral orientation;
- the formation of socially valuable moral and aesthetic beliefs and behavior;



- development of theoretical problems of pedagogical tact and pedagogical technique;

- development of skills and abilities of pedagogical communication.

The educator is an active subject, realizing in his professional activity his culture, understanding of life, aesthetic taste, ideals, cultural values and meanings. The educator, as a subject of aesthetic culture, is able to form cultural meanings, affirm aesthetic values, teach solving vitally important tasks in non-standard creative ways.

The preservation and transmission of the aesthetic norms and values developed by long experience of generations is one of the priority strategic lines of the educator's activity. Initiation to the universal human aesthetic experience of children is carried out in two interrelated ways: by revealing the creative forces inherent in the child and introducing him into the world of culture, where conditions are created for the growth and strengthening of his feelings, imagination, artistic perception, a variety of artistic activities in which the inherent inclinations can be fully realized. development. One of the central places in the aesthetic activity of the educator is the appeal to the multifunctionality of art - its ability to be a way of knowing the world around us, evaluating it, communicating, developing personality, correcting problems in development, a way of playing and entertaining, appealing to the ability of art to reflect values and meanings, to form artistic taste, creative thinking, understanding of beauty that affects the inner world of a person. An important role in the modern conditions of life of a preschooler should be assigned to the ability of art to be an active link in health-saving technologies. Art is able to balance mental congestion, "take away" from aggressive ways of behavior.

Literature

1. Azamovna, M. M. (2022). MAKTABGACHA YOSHDAGI BOLALARNI MAFKURA RUHIDA TARBIYALASH USULLARI. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 1(9), 254-257.
2. Ashurova, O. A. (2021). AESTHETIC EDUCATION AS A FACTOR OF PROFESSIONAL TRAINING OF PRESCHOOL TEACHERS IN A PEDAGOGICAL UNIVERSITY. *Theoretical & Applied Science*, (5), 425-427.
3. Ashurova, O. (2021). Analysis of foreign experience on the development of eco-aesthetic culture of future preschool education specialists. *Asian Journal of Multidimensional Research*, 10(10), 1478-1484.



4. Ashurova, O. A. (2021). SOCIO-HISTORICAL TRADITIONS OF DEVELOPMENT OF ECOESTHETIC CULTURE OF PRESCHOOL EDUCATIONAL PROFESSIONALS. CURRENT RESEARCH JOURNAL OF PEDAGOGICS, 2(05), 46-52.
5. Ashurova, O. (2021, December). THE IMPORTANCE OF AESTHETICITY OF ECOLOGICAL CONSCIOUSNESS AND CULTURE IN THE ACTIVITIES OF PRESCHOOL EDUCATIONAL PROFESSIONALS. In International Scientific and Current Research Conferences (pp. 88-90).
6. Anvarjonovna, A. O. (2021). Factors for the Development of Ecoesthetic Culture of Future Preschool Educational Professionals. European Journal of Humanities and Educational Advancements, 2(5), 162-164.
7. Anvarjonovna, A. O. (2021, December). Methodological Foundations for Development of Aesthetic Culture Teacher of Preschool Education. In INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES (Vol. 2, pp. 254-258).
8. Akbarova, S., & To'xtasinova, N. (2022). IKKINCHI TARTIBLI EGRI CHIZIQ GIPERBOLANING AJOYIB XOSSALARI VA ULARNI MASALALAR YECHISHGA TADBIQI. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 2(11), 424-430.
9. Мирзакаримова, Н. (2022). ТРИГОНОМЕТРИК АЙНИЯТЛАРНИ МАТЕМАТИК ИНДУКЦИЯ МЕТОДИ ЁРДАМИДА ИСБОТЛАШНИНГ АФЗАЛЛИГИ. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 2(11), 431-435.
10. Mirzakarimova, N.M. (2022). FEATURES OF FORMATION OF STUDENTS' TECHNICAL THINKING ABILITIES WHEN CHOOSING THE CONTENT OF MATHEMATICAL EDUCATION IN ACADEMIC LYCEUMS. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (12), 362-366.
11. Saddixonov, Akmal Arabovich (2022). MUSIQIY TA'LIMDA KOMPETATSION YONDASHUV. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (10-2), 572-577.
12. Sabirovna, S. G. (2022, November). FEATURES OF THE DEVELOPMENT OF PHYSICAL QUALITIES IN PRIMARY SCHOOL AGE. In E Conference Zone (pp. 71-84).
13. Sabirovna, S. G. (2022). DEVELOPMENT OF PHYSICAL QUALITIES OF A PRESCHOOL CHILD. Conferencea, 59-71.



14. Ismoilova, H. A. The Expression of the Husband's Duties to His Wife and the Woman's Place in Religion and Society.
15. Himoyat, I. (2019). THE ROLE OF LITERATURE, ART AND FOREIGN LANGUAGES IN PROMOTING WOMEN'S PARTICIPATION IN SOCIETY. *European Journal of Research and Reflection in Educational Sciences* Vol, 7(12).
16. Himoyat, I. (2019). THE ROLE OF LITERATURE, ART AND FOREIGN LANGUAGES IN PROMOTING WOMEN'S PARTICIPATION IN SOCIETY. *European Journal of Research and Reflection in Educational Sciences* Vol, 7(12).
17. Ismoilova, H. (2020). THE PORTRAYAL OF WOMEN IN EASTERN AND WESTERN LITERATURE AND THEIR ROLE. *Theoretical & Applied Science*, (1), 585-587.
18. Sabirovna, S. G. (2022). PHYSICAL CULTURE AND DEVELOPMENT OF PHYSICAL SCHOOL CHILDREN. *Conferencea*, 17-27.
19. Sabirovna, S. G., & Ibragimovich, T. A. (2022). Organization of Physical Culture and Recreation Work with Preschool Children.
20. Sabirovna, S. G. (2021, November). FORMATION OF A HEALTHY LIFESTYLE FOR PRESCHOOLERS. In *Archive of Conferences* (Vol. 22, No. 1, pp. 44-48).
21. Namozova, D. T. (2021). MUSIQA DARSLARIDA O'QUVCHILARNI KREATIVLIK HAMDA ERKIN TAFAKKURINI SHAKLLANTIRISHNI TASHKIL ETISH. *Scientific progress*, 2(2), 1313-1315.
22. Namozova, Dilorom Tursunovna (2022). RENESSANS-BO'LAJAK MUSIQA O'QITUVCHISINING KOMPETATSION TAKOMILI SIFATIDA. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (10-2), 491-496.
23. D. Namozova (2022). BO'LAJAK MUSIQA O'QITUVCHILARINING KREATIV KOMPETENTLIGINI MUSIQA TARIXI FANINI O'QITISH VOSITASIDA SHAKLLANTIRISH. *Science and innovation*, 1 (B6), 942-950. doi: 10.5281/zenodo.7195688
24. Namozova, Dilorom, & Astanova, Zumradxon Tohirovna (2022). BRAYL NOTA TIZIMINING MUSIQA TA'LIMIDAGI ILK QADAMLARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (10-2), 260-264.
25. Allomov Erkin Ibragimovich. (2022). Athletics at a Higher Educational Institution. *American Journal of Social and Humanitarian Research*, 3(10), 83-88. Retrieved from <https://www.grnjournals.us/index.php/ajshr/article/view/1543>



26. Orifjon, M. (2021). NO ONE CAN MAKE THE COUNTRY FAMOUS IN SPORTS. *Galaxy International Interdisciplinary Research Journal*, 9(12), 908-911.
27. Nishanbayevich, M. O. (2022). Outdoor Games in The System of Physical Culture and Sports in Higher Education. *Texas Journal of Multidisciplinary Studies*, 5, 18-20.
28. Madaminov Oribjon Nishanbayevich. (2022). Volleyball as a Means of Developing Physical Qualities of University Students. *American Journal of Social and Humanitarian Research*, 3(10), 89-94. Retrieved from <https://www.grnjournals.us/index.php/ajshr/article/view/1544>
29. Madaminov, O. (2021). The role of the volleyball game in the system of physical education (A look at history). *Asian Journal of Multidimensional Research*, 10(10), 1472-1477.
30. Mamasoliyevich, S. S., Abdumalikovna, M. S., & Kholmatova, N. (2022). A Life Sacrificed in the Development of Social Life. *Kresna Social Science and Humanities Research*, 3, 152-156.
31. Abdumalikovna, M. S. (2022). Music As a Factor for The Formation of Social Identity in Youth. *Texas Journal of Multidisciplinary Studies*, 5, 21-24.
32. Ashurova Oygul Anvarjonovna. (2022). TECHNOLOGY OF DEVELOPMENT OF ECOESTHETIC CULTURE OF FUTURE SPECIALISTS OF PRESCHOOL EDUCATIONAL INSTITUTIONS. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 3(11), 7-12. <https://doi.org/10.17605/OSF.IO/HZQR3>
33. Baqiyev Ashurali, & Tashpolatov Alisher. (2022). THE IMPACT OF CHANGES IN THE RULES AND EQUIPMENT ON THE RESULTS OF ATHLETES IN THE CHOSEN SPORT (ATHLETICS). *Academica Globe: Inderscience Research*, 3(11), 4-15. <https://doi.org/10.17605/OSF.IO/TU9EC>