



Diagnostic Study of the Formation of the Aesthetic Development of Primary Education Students in the Process of Teaching the Russian Language

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Abstract: This article reveals some aspects of the formation of the aesthetic culture of students in the process of teaching the Russian language. A diagnostic study of the formation of the aesthetic development of primary education students in the process of teaching the Russian language was carried out.

Keywords: *Esthetic culture, primary education, teaching process, esthetic image, monumental painting, sculpture, folk art*

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In the context of the rapid development of modern information technologies, the intensity of changes in social relations, the role of humanitarian education is increasing immeasurably. And the introduction into the educational process of mechanisms for ensuring the all-round development of the individual, the upbringing of free, independent and creative thinking becomes extremely important. It should be emphasized that a number of State regulations have been adopted in the Republic of Uzbekistan, including

“On the approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030 dated April 29, 2019, where special importance is attached to aesthetic education, the formation of the aesthetic culture of students through the best examples of world and national artistic culture. And in this regard, there is an urgent need to improve the methods of teaching and upbringing, the development of innovative models of aesthetic education through the visual and decorative arts, the introduction of the results of scientific research into the work process.

A special place in the formation of the aesthetic culture of students through the best achievements of the visual arts, including students of primary education, is the invaluable artistic heritage of the richest layers of Uzbek folk art. As noted by the famous art critic A. Khakimov, “The territory of Uzbekistan was the most important section of the Great Silk Road, it was here that its historical crossroads was located ... At the same time, the art of the region is exclusively original, but the artistic nature and style of all stages of historical development (2, p. 10) ... Today, art, writes further academician A. Khakimova, is considered as one of the most important factors in cultural

and state building (ibid., P. 11). And, of course, in the profession of a subject teacher, in particular a primary education teacher, the task of forming a high educational level in them, along with a developed aesthetic culture, should be central.

It should be noted that the student body is a special social group, recognized in society as the highest in terms of education and spirituality, a community of young people whose task is to accumulate and assimilate modern scientific knowledge, prepare for the performance of professional and social duties in society.

A special place in this series is occupied by students of the direction of primary education due to the specifics of the chosen profession, associated with the upbringing and teaching of elementary schoolchildren to the "basics" of literacy. Students of this direction will, during their studies, familiarize themselves with the professional requirements and conditions of pedagogical activity at school, which requires students - future teachers of primary education of a high educational level along with a developed aesthetic culture. This allows us to consider this group of students as "an active subject of pedagogical interaction, independently organizing their activities" (3, p. 184)

An analysis of the generalization of special literature, including dissertation research by leading scientists, devoted to the problem of aesthetic education and the formation of aesthetic culture of student youth, allowed us to identify the main types of life attitudes and attitudes of students. Thus, in the study of E.N. Faustova (4.19c), the following types of life positions of students and the factors that determined their choice of future professions were determined.

Humanitarian and artistic;

Computer - technical;

Naturally humane;

Business-like, entrepreneurial.

For our research, it is of particular interest to single out the "humanitarian-artistic type" as an effective factor in the formation of the aesthetic culture of future teachers of primary education. The humanitarian - artistic type is in this case a reflection of the orientation towards the aesthetic aspect of the activity. Interest is an essential part of aesthetic culture, which serves to shape aesthetic taste.

We carried out a study of the aesthetic interests and taste of students in the direction of primary education of the Bukhara State Pedagogical Institute. Applying the methods of analyzing students' aesthetically significant speech and describing works of art, we evaluated the formation of taste for aesthetically expressive speech when retelling texts on the visual arts. To this end, we have proposed the following indicators for assessing students' aesthetic taste:

The ability to assess an aesthetic object (work) from the standpoint of humanistic-artistic assessments and the ability to substantiate their assessment.

Correspondence of the assessment of aesthetically significant speech means to the artistic originality of the work.

Analysis of students' written compositions, written as a result of familiarization with their preferred works of painting, arts and crafts and architecture (content analysis) makes it possible to reveal the features of their value judgments, to understand the levels of aesthetic taste:

High level. Correspondence of the choice of aesthetically significant speech means to the artistic originality of the work. Rich vocabulary of artistic terms and concepts, aesthetically expressive speech. Poetic, consistent presentation of the material.

Average level. Speech means generally correspond to the content of the analyzed work of art. Insufficient expressive presentation of material, violation of style and composition.

Low level. Speech is not developed, there are few aesthetically significant words and concepts in the vocabulary of students. There is no consistency in the description. There is no aesthetically expressive speech.

A demonstration of the high level of formation of aesthetic taste is the composition of a 2nd year student in the direction of elementary education of the Pedagogical Faculty of the Bukhara State Pedagogical Institute Rasulova Umida on the topic: "Legends and true stories about the architectural pearl of Bukhara Sitorai Mokhi Khossa" (2020). Here is a paragraph from her work: "Bukhara, like Venice and Rome, is often called the eternal city, the city-museum under the open sky. And indeed, getting into the city and especially into the old quarters with trading domes, majestic mosques and madrasahs, ancient tombs-mausoleums, a person finds himself, as it were, at the crossroads of history, feels the breath of centuries. And each monument is surrounded by an aura of special grandeur and at the same time warmed by the warmth of the palms of the old masters. " As you can see, the speech means corresponds to the artistic description of the beauty of Bukhara. The student actively uses aesthetically expressive speech means.

Epithets (an eternal city, a crossroads of history, a halo of special grandeur, etc.) metaphors (like Venice and Rome, an open-air museum city, the breath of centuries).

From a group of 31 people, 2 students (1.5%) showed a high level at the beginning of the experiment, 9 people (34.4%) showed an average level of formation of aesthetic taste and 20 students showed a low level (64.5%).

At the same time, the questionnaire analysis showed a fairly stable, conscious interest of students in the visual and decorative arts, the traditions of ancient Central Asian architecture.

In the process of teaching them the Russian language on the basis of developed special texts, students become aware of the concepts of "aesthetic culture", "aesthetic education", "types of fine arts", etc. The questionnaire survey showed that students more often like the architecture of their native land, for example "(Bukhara)," Ichan-kala "(Urgench)," Shokhi-zinda "mausoleum (Samarkand)," Kukeltash "madrasah (Tashkent), and others 35%, students like the landscapes of their native land - works by Ural Tansykbaev, lyrical images Chingiz Akhmarov -37%, folk arts and crafts, for example, ceramics of Rishtan, Gijduvan, Bukhara chasing, Margilan atlases, etc. - 28%.

At the same time, personal data in the field of world fine arts allow us to assert that interest in the art of ancient Greece, Egypt, the Renaissance in Italy and the countries of Western Europe is not expressed clearly enough -15%. Students often found it difficult to name such epoch-making works as the Hanging Gardens of Babylon, the Statue of Zeus at Olympia, the Colossus of Rhodes, the School of Athens by Raphael Santi, and the sculptures of David by Michelangelo.

In general, as evidenced by the questionnaire survey, 87% of 1st year students in primary education do not have favorite works of fine art. For the rest of the survey participants, knowledge of works is often random, unsystematic, students cannot substantiate their special position on this or that work. It turned out that 68% of students do not visit art museums, and the rest periodically - once or twice in several years.

Thus, on the basis of questionnaires and analysis of students' creative works and essays in the Russian language classes, an assessment of the aesthetic tastes and interests of students, communication skills in the field of aesthetic education was carried out, and the need-motivational factors of the formation of their aesthetic culture were identified.

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