



Ways To Improve the Aesthetic Ability of Future Teachers

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ABSTRACT

The training of highly qualified specialists in accordance with international standards is largely associated with the sustainable development of professional education and the training of teaching staff. In turn, it is necessary to implement the educational process by creating advanced pedagogical technologies, which makes it necessary to organize the educational process taking into account the requirements of the market economy, introduce appropriate training technologies and constantly improve the content of the educational process. This question is relevant for the development of aesthetic ability, which is an important part of the education of a harmoniously developed personality in the process of training future specialists, studying it from a pedagogical point of view and introducing it to a new qualitative level.

The reliability of the research results lies in the fact that the research process was applied various approaches to the studied phenomena, the approach to the analysis of the obtained results to a variety of different paradigms, reveals the validity of the study's analyses and the effectiveness of experimental works on the theoretical and experimental phase, mathematical-statistical methods, provides an introduction to the practice of scientific conclusions, proposals and recommendations, as well as the confirmation of the implementation of the results of the organizations having the appropriate authority.

The scientific significance of the research results is determined by the creation of a model for improving the aesthetic ability of future teachers, the scientific and theoretical interpretation of the factors that ensure its effectiveness, the use of technologies proposed to solve the problem, the developed effective methods and tools, and educational guidelines used to improve the efficiency and quality of the educational process in the system of professional education.

The practical significance of the research results is expressed in the fact that the results obtained in the course of improving the aesthetic ability of students, the proposed scientific and theoretical conclusions and general pedagogical methodological recommendations serve to improve the educational and methodological support of vocational education institutions.

Keywords:

Aesthetic ability, effective methods, efficiency, aesthetic taste, aesthetic worldview, personal aesthetic quality, integration of activity of future teachers.

In our country, great attention is paid to science, art, literature and education in order to implement this direction in all spheres. The strategy of action for the five priority areas of development of the Republic of Uzbekistan sets a priority task: "to continue the policy of

improving the continuous education system, to improve the quality of educational services and to continue training highly qualified personnel in accordance with the modern requirements of the labor market" [5], which will allow our country to successfully develop in the future

and become a roadmap for reforms over the next five years. Improving the aesthetic worldview is an important problem for the implementation of the tasks set when studying special subjects in the direction of "Design " in vocational education institutions.

Questions of improving the aesthetic ability of future teachers as a socio-pedagogical problem. The interpretation of the concept of aesthetic ability, its essence and functions is given. At the same time, this chapter describes the current situation and ways to improve the aesthetic ability of future teachers.

Psychological aspects of the problem of improving the aesthetic ability, the worldview of students of vocational training were studied in the works of M. G. Davletshin, E. Gaziev, V. Karimova, N. V. Kuzmina, M. V. Klarin, S. A. Murtazina, Sh. Baratov and others[4].

The pedagogical basis of the problem of moral, aesthetic education and culture, spiritual culture, spiritual and moral education, the formation of spirituality of youth were studied in the works of S. Nishanova, M. Kuranova, p. Faizulina, O. Musurmonova, W.E. Kurbanov, S.K. Mardonova, G. Ibragimova, N. Egamberdieva, D. Roseway, sh. T. xalilova, S. S. Olimova and others[1].

Philosophical foundations of the considered problem to a certain extent reflected in the research papers, articles, textbooks philosophers of our country - Khairullaeva M., Yusupova, E., J. Tulenova, S. Shermuhamedova, A. Erkaeva, T. Mahmudov, M. Qahhorova, N. Jurayeva. The scientific-theoretical and practical foundations of training specialists in the system of vocational education are reflected in the research works of R. Kh. Juraev, U. I. Inoyatov, Z. K. Ismoilova, U. Nishanaliev, A. R. Khodzhabaev, N. A. Muslimov, K. T. Olimov, P. T. Magzumov, H. F. Rashidov, L. R. Muminova, U. K. Tolipov, Sh. S. Sharipov, M. B. Urazova, K. M. Abdullayeva, O. A. Abdukuddusov, N. F. Abdunazarova, B. Nuriddinova, S. Yu. Ashurova, O. Kuysinov, Zh. A. Khamidov, O. Kh. Turakulov and others.

It is well known that time and progress have required the implementation of a continuous learning process based on pedagogical technologies. Problems in this

direction were highlighted in the scientific studies of N. Sayidakhmedov, N. Azizkhadzhayeva, V. P. Bospalko, I. Ya. Lerner, B. T. Likhachev, S. R. Volkova, B. L. Farberman, A. K. Markova, Yu. M. Bundina, I. B. Torshina, M. V. Klarin and others.

Scientists from foreign countries B. S. Gershunsky, E. V. Golevneva, A. V. Shirakova, G. N. Sindikova (Russia), Russell Bertrand (Great Britain), A. Carlsson (Sweden), K. Rodjers (USA), C. Shleti (USA) and other researchers studied the worldview as a philosophical category and conducted in-depth studies of personal development[3].

Worldview – a system of dialectical views and beliefs that determine the development of nature, society, thinking, as well as the content of the individual's activities. If you pay attention to the objects of nature and society, phenomena and events, then in all of them you can observe an amazing combination of harmony, proportionality, charm and grace, all of them are a source of admiration, calmness and spiritual strength.

The analysis of the research literature on the problem shows that the availability of opportunities to develop and improve the aesthetic worldview of students determines the relevance of the research topic.

One of the most important factors of aesthetic ability is aesthetic taste. Aesthetic taste is a complex phenomenon that arises in a person as a result of joining his personal and social characteristics. Aesthetic taste is a feeling of satisfaction or dissatisfaction that is obtained in the process of perceiving aesthetic phenomena and evaluating events. Aesthetic taste is reflected in human thinking, behavior, actions, in the products of material and spiritual creativity.

Aesthetic taste has a broader meaning that teaches people an ideal perception of the beauty of nature and society. It also develops the worldview of a person who is able to transform being based on the laws and principles of beauty.

The process of social development educates people with modern thinking, characteristic and appropriate for each time period, forms young people who can become an

impetus for the development of society on the basis of a new worldview. In this process, in the system of philosophical worldview, which raises the people to high peaks in the future, the role of aesthetic ability is strong, under the influence of which states are formed that have a peculiar appearance, where the fate of the nation, the prosperity of the Motherland, and the well-being of the country are important. To understand the meaning of the aesthetic ability of science, educational subjects should form a sound mind, consciousness, thinking, and foster the desire for harmony and perfection. Aesthetic worldview-develops the perception of the beauty of the surrounding reality, the ability to understand, as well as educates and improves the feelings, ideas and attitudes of young people to the beauty of the world. As a result of the development of aesthetic ability, future teachers comprehensively develop aesthetic knowledge, skills and abilities that call them to an irreconcilable fight against evil, the perception of beauty. Taking this into account, we come to the conclusion that it is necessary to improve the aesthetic ability[2].

Aesthetic worldview promotes a reasonable awareness and perception of reality, the desire for beauty. Development of aesthetic ability, being, first and foremost, one of the types of education, fosters a culture of personality, creation of the usual small items of this miracle, the perception of reality through the whole color spectrum, creating real works of art, and the ability to admire them.

In accordance with the developed proposals, the process of improving the curricula and programs was implemented in the vocational college and aimed at improving the aesthetic ability of future teachers. We have developed a methodology for organizing and conducting the educational process on the basis of an improved curriculum and program of discipline in the specialty. For the organization of the educational process, educational and methodological support was created, in particular, normative documents, educational and methodological complex, educational literature, computer programs, didactic tools and other materials necessary for

the most effective mastering of professional knowledge by students were prepared.

It was revealed that the improvement of the aesthetic ability of future teachers and the process of introducing them into life, being a characteristic part of the system of continuous training and education, are of great importance in the formation of a harmoniously developed generation.

It is established that the improvement of the aesthetic ability of future teachers is carried out on the basis of the general principles of the educational process. It was proved that when organizing spiritual and educational work, attention should be paid to the following characteristic principles::

1. Integration with the idea of national independence of the work carried out with students, aimed at improving the aesthetic ability.

2. Voluntary selection of the forms and content of the organized works aimed at improving the aesthetic ability, taking into account the wishes, interests and abilities of future teachers.

3. The mass nature of educational work.

4. Creating broad opportunities for the manifestation of independence and initiative of future teachers in the organization of work aimed at improving the aesthetic ability.

5. Cooperation with public organizations (youth union, trade union, women's committee) in the organization of works aimed at improving the aesthetic quality.

6. Harmonization of works aimed at improving the aesthetic ability, with educational activities in the educational institution.

Organizations authorized to train specialists for all branches of the national economy are vocational education institutions. Therefore, the current problem in these educational institutions is the new organization of the educational process. The only way to solve this problem is the widespread use of modern pedagogical technologies in the educational process. It should be emphasized that a characteristic feature of pedagogical technologies is the ease with which a two-way connection is established between the two

participants in the learning process, that is, between the teacher and the student, the object and the subject, which expands the possibilities of forming an aesthetic ability in future teachers. In the process of teaching these special disciplines, opportunities for improving the aesthetic ability of future teachers were identified and a general problem technology was developed.

The use of non-traditional forms of education, including problem-based, co-educational, project-based, individual, developmental, and personality-oriented innovative technologies has led to an increase in the interest of future teachers, the formation of independent, free creative thinking, and most importantly, the strengthening of the culture of communication. In particular, the use of interactive teaching methods such as project, four-step method, T-scheme, lotus flower, "for what", fish skeleton, cluster, pinboard, domino, pinwheel, the best artist-designer, field of miracles, problem situation, journey to the future, intellectual ring, discussions, provide an opportunity to improve the aesthetic ability of future teachers.

The results of experimental work carried out in professional colleges confirmed the feasibility of improving the aesthetic ability of future teachers on the basis of a specific plan and program, in the established pedagogical conditions. As a result, it was revealed that the development of aesthetic ability is transformed into the lifestyle of each student.

Pedagogical processes organized in the direction of improving the aesthetic ability of future teachers require the choice of interactive methods and tools based on modern pedagogical technologies, their effective use guarantees the achievement of the set goals. The preparation of the developed models and technological maps based on the designated goals and objectives serves to improve the aesthetic ability as a system of interrelated components that ensures the achievement of the desired results.

When improving the aesthetic ability of future teachers, it has been proved that teaching these disciplines on the basis of modern pedagogical technologies, choosing

topics that contribute to the development of future teachers' aesthetic knowledge, skills and abilities, aesthetic reasoning, taste, feelings, aesthetic beliefs, based on the integration of future teachers' activity and independent activity in the learning process leads to guaranteed results.

It means that the improvement of the aesthetic ability of future teachers is based on certain functions and principles to achieve the appropriate status. In the course of the study, these functions and principles were developed and based on them, classroom classes and extracurricular activities were organized and implemented. The conducted theoretical and practical classes, as well as spiritual and educational activities allowed us to fulfill the goals and objectives of studying and using aesthetic values of the required level.

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