



THE PROCESS OF FORMATION OF AESTHETIC EDUCATION IN CHILDREN OF PRESCHOOL AGE

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ABSTRACT

In this article, aesthetic education plays an important role in developing children's understanding of beauty, interest in and respect for art and nature. The study examines the role of pedagogical methods and techniques in providing aesthetic education to preschool children, as well as the role of the family and society in introducing students to aesthetic values. The goal is to provide scientific information about the impact of aesthetic education on the overall development of children, the formation of creative thinking and imagination..

Aesthetic education is an extremely important position of a child in general education. Recently, interest in this problem has increased. The theory and practice of aesthetic education are one of the important sources of moral education for a comprehensively developed, spiritually rich person.

The importance of the chosen topic is that for the development of the future worldview, it is necessary to form aesthetic views. Without them, it will not be able to fully comprehend reality. Many educators and cultural figures believe that it is necessary to form a personality and aesthetic culture in preschool age. Because this is the most optimal.

The aesthetic characteristics of a person are not innate, but they develop from an early age in the social environment and under active pedagogical guidance. In the process of aesthetic development, children's aesthetic perception, imagination, concepts, judgments, interests, feelings, artistic and creative abilities are formed.

The aesthetic development of children is closely linked to their daily active life. When considering early childhood children, it is not yet necessary to think about their aesthetic education, but rather about their emotional and sensory development. A child is delighted with shiny paint, and is delighted by rhythmic sounds and movements.

During the first year of a child's life, their sensory-emotional receptivity improves. Adults play an important role in the formation of emotional experiences in a child of this age. Adults' open-faced, enthusiastic speech helps the child to develop a positive attitude towards certain properties of objects. Conversely, adults' warning voices, signs of peace on their faces, or a frowning look, pulling, shaking, etc., form a negative attitude towards this object or its quality in children.

In the second year of a child's life, his perception gradually improves. Children now begin to perceive not only the properties of existence, but also some means of aesthetic

expression in works of art. Children of this age develop a response to the cheerful and sad melodies of music, their loud and quiet tone, their slowness and speed. When they reach the middle group, significant changes occur in the development of children's aesthetic perception. Their aesthetic perception becomes more precise and differentiated.

However, it is short and depends on the child's personal experience and interests. Another important area of aesthetic education for children is the formation of beautiful moral skills. In the formation of beautiful morality, it is first necessary to clarify the essence of the concepts of goodness and evil. This is achieved by telling various stories, fairy tales, epics. In the process of educating beautiful morality, aspects such as responsibility, order, discipline, willpower, and meaningfulness of activity are formed in children. In this regard, universal and national values, traditions, and criteria of morality play an important role.

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Children of this age are able to make the simplest aesthetic evaluation of an artistic image, correctly perceive some aesthetic means, and understand the essence of the image. The process of perceiving beauty in children is clearly expressed, expressive, and active. This is especially evident when they watch puppet theater, movies, cartoons, and television shows.

Children easily join in the actions of the characters in the work, they tell them how to behave in a particular situation, they feel like they are playing with them. Children of this age compare familiar works of art with new ones and draw some conclusions.

Children begin to distinguish poetry from prose, some genres of fiction, certain types of visual arts and music (a fairy tale from a story, a ballad from a play). By the end of the senior group, they listen attentively to music and works of art, carefully observe works of visual art, rejoice in the actions of positive characters in them, and condemn evil.

The child develops the ability to listen to music and poetry. They develop a stable interest in certain musical genres, literary and visual arts. Children begin to develop artistic and creative abilities, they independently compose riddles, songs, fairy tales, poems, make applications and drawings. Now they become able to evaluate their own and their peers' work. They remember some poetic images in works of art and use them in their speech. Thus, the preschool age period is aimed at improving the aesthetic development of children through educational influence, based on the goals of educating children in an aesthetic spirit and its role in the formation of the child's personality.

The tasks of aesthetic education are determined based on the general goals of education and the age capabilities of children. Solving the tasks of aesthetic education is inextricably linked with the formation of qualities in children such as initiative, anticipation of certain results, striving for them, and the ability to dream.

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linked with the formation of such qualities in children as initiative, anticipation of certain results, striving for them, and the ability to dream. The content of aesthetic education includes the education of knowledge, skills and abilities, aesthetic feelings, interests, aesthetic needs, aesthetic tastes and judgments, implemented through the child's aesthetic activity. These are implemented in the following ways: Introducing social and natural events in play, labor, and household activities. Cultivating an aesthetic attitude towards the surrounding world: providing aesthetic education through works of art.

To develop children's thinking skills, all types of artistic abilities are directed towards a specific goal. Children are taught to set creative goals. Children's independent creative activities are carried out at holidays, entertainment evenings, excursions and walks, and in various games. The educator must create the necessary conditions for children to freely and freely demonstrate their artistic and creative skills and abilities. The educator must take an individual approach to guiding children's independent activities of this kind. Through this, he learns the unique abilities and capabilities of children. A love for singing, drawing, and music awakens among children very early.

But this does not yet give the right to determine what kind of specialist the child will become in the future. However, educators and parents should pay close attention to the interests of children. By carefully observing the child, they can see the first buds of talent in music, painting, construction and other areas. The formation of abilities in a child depends on the careful cultivation of these buds by adults and their proper guidance.

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