



SPIRITUAL AND AESTHETIC EDUCATION OF PEDAGOGICAL PERSONNEL ON THE BASIS OF ARTISTIC HERITAGE, ITS SOCIO- PEDAGOGICAL CONDITIONS

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Annotation:

In this article, the development of social conditions for future teachers in the formation of the artistic culture of the past of the Uzbek people and ancestors on the basis of artistic heritage in the spiritual and aesthetic education

Keywords:

Artistic heritage, spiritual and aesthetic education, creative and professional activity, national and aesthetic values, artistic values, criteria of spiritual and aesthetic education, knowledge, concepts, ideas.

The spiritual-aesthetic education of future teachers on the basis of the artistic heritage of the Uzbek people takes place in the general education system, in the process of studying humanitarian and pedagogical sciences, it is considered as a source of high artistic “eternal values”, contribution to national originality, universal and national values, as well as spiritual - aesthetic education of the uzbek people.

The processes of using the past artistic culture of Uzbek people and ancestors in the spiritual and aesthetic education of future teachers – “eternal national and artistic values”, including miniature works, traditional architecture, decorative art, “book decoration, folklore, poetry”- poems of Babur, Mashrab, Nadira, Berdaks, high spiritual - aesthetic, aesthetic-educational values of the art of our ancestors, strong potential and bright National coloration are understood.

This process:

- ✚ formation of emotions-aesthetic (surprise ,joy, pleasure, spiritual prosperity), sense of national pride, awareness of national self (with emotional perception of works of art);

- ✚ perception of many works of “eternal values” of the artistic heritage of the Uzbek people - emotional, social-creative, logical-cognitive, artistic-analytical (according to the given algorithms);

- ✚ to determine his / her emotional-aesthetic and valuable attitude to the work of the treasure trove of the rich national and cultural heritage of the Uzbek people;

- ✚ integration of spiritual and aesthetic values, motives, knowledge, concepts, ideas, impressions, abilities, spiritual and aesthetic potential obtained from the artistic heritage of the Uzbek people in future educational and pedagogical practice;

- ✚ to give an objective assessment to his/her spiritual-aesthetic, professional-personal development;

- ✚ to activate the spiritual and aesthetic perfection of future teachers, including the need for a high level of professional and personal development factor of national and artistic heritage.

General and national-cultural knowledge is being acquired, high national qualities, first of all, spiritual-aesthetic education is being carried out nationally and spiritually.

The main position of the research concept. In the modern educational system, it is necessary, in particular, in pedagogical education, spiritual and aesthetic, which is topical and in demand:

- a clear definition of modern general methodological rules related to public education policy;

- to clarify the concepts of “spirituality”, “spiritual-aesthetic education” in the modern text;

- taking into account the age characteristics of the students, the holistic development of the spiritual-aesthetic component of the personality, the role and importance of professional-personal formation;

- modification of the programs of pedagogical sciences and determination of its opportunities for spiritual-aesthetic education of future teachers;

- development: general pedagogical system of spiritual-aesthetic education of future teachers (at the level of scientific relations of pedagogical sciences), specific topic (preparation of materials on spiritual-aesthetic education of students);

- formation and satisfaction of aesthetic requirements, interest in developing pedagogical activities by selecting high-level national-aesthetic values that will ensure the emotional, aesthetic, creative, professional and active development of future teachers from the rich artistic heritage of the Uzbek people based on national-aesthetic values and enrichment of their spiritual life;

- to enrich their spiritual life by choosing high national-aesthetic values from the artistic heritage of the Uzbek people, providing the emotional-aesthetic, social-creative, professional-active development of future teachers, to fulfill the aesthetic requirements necessary for future pedagogical practice;

- the content of lectures on the study of the spiritual and aesthetic heritage of the Uzbek people, development of their technologies, laboratories, practical classes and seminars on specific topics (using samples of high-level artistic values);

- to determine the conditions and omillarni, effective forms, acceptable methods and means that will have a spiritual and aesthetic impact on the students in the process of studying the developed criteria of spiritual and aesthetic education of future teachers. This will improve the moral and aesthetic appearance of the future teacher, improve the quality of training.

Based on the established and formed concepts of the author's concept, the spiritual development of young people on the basis of national, universal values, in terms of certain positions and rules of the state educational policy, on the basis of a systematic approach to the pedagogical process, taking into account its most important didactic principles, the age and status of students, their professional, intellectual-creative and valuable factors, self-awareness and creative, practical, professional-pedagogical self-expression, spiritual-aesthetic self-education need to realize, future teachers moral-aesthetic education criteria, developed a system of table and education.

Criteria for spiritual and aesthetic education of future teachers on the basis of the artistic heritage of the Uzbek people (in the process of studying pedagogical sciences):

1. Professional-personal understanding of the need for spiritual-aesthetic development in the context of public education policy.

2. Categories, concepts and ideas necessary in the field of spiritual and moral education, requirements for the spiritual and aesthetic education of the future teacher. In the process of studying pedagogical sciences, to have a dream about the content of spiritual and aesthetic

education based on the artistic heritage of the Uzbek people, the possibility and future of spiritual and aesthetic development in this material.

3. To have historical knowledge about the “eternal values” of the artistic heritage of the Uzbek people, about the emergence and development of these values of national pride and universal importance, about their enormous spiritual and aesthetic educational potential.

4. Perception-the study of works on a number of “eternal values” related to the artistic heritage of the Uzbek people: *1)emotional-aesthetic thinking-perception, understanding; 2)reading at the level of intellectual-creative, artistic-analytical (according to the given algorithms); 3)determination of its attitude to the artistic work:a) emotional, B) based on values, C) professional views of the work on the prospects.*

5. Spiritual-aesthetic principles, motives, knowledge, concepts, ideas, impressions, abilities, spiritual-aesthetic, educational-pedagogical potential derived from the artistic heritage of the Uzbek people “integration” in the future pedagogical practice, in the works: *1) methodological;2) historiography and artological content;3) perception. And analysis of works;4) theoretical-pedagogical;5) methodological.6) analyst , evaluator (on the given link).*

6. The need for self-improvement in spiritual and aesthetic terms:

- a) in the field of the artistic heritage of our ancestors;*
- b) in the field of the artistic culture of the Uzbek people;*
- c) on the artistic heritage of other nations;*
- d) in professional and personal life.*

In the table of spiritual and aesthetic education of future teachers in the highest examples of artistic heritage, we distinguish the following components (parts): motivational-emphasis, future-purpose, categorical-conceptual, tarhanavism, educational-cognitive, artistic-analytical, creative-exemplary, self-improvement. All of them are included in the system of basics of spiritual and aesthetic education of future teachers and are taken into account in the professional orientation of pedagogical staff:

1. The solution of the problem of spiritual and aesthetic education of future teachers is considered, first of all, on the basis of the Law “On Education” of the state educational policy on spirituality and spiritual development of the individual, the National program of personnel training, as well as methodological positions of modern scientists. requires exit. It is necessary to study the national program of training and to determine the theoretical, methodological and organizational-pedagogical guidelines to solve the problem.

2. In the spiritual and aesthetic education of pedagogical personnel, it is important to methodically consider the problem of artistic heritage, determine the socio-pedagogical conditions of the future teachers' education.

3. It is important to consider a number of necessary criteria, concepts and terms, in particular: the formation of such concepts as “spiritual-aesthetic upbringing”; “Spiritual and aesthetic education on the basis of artistic values”, “spiritual and aesthetic education of future teachers on the basis of the artistic heritage of the Uzbek people”.

4. The author's research concept is stylistically necessary-for future teachers it is necessary to develop the criteria, tables, systems of spiritual and aesthetic education (in the process of studying pedagogical sciences) on the basis of the artistic heritage of the Uzbek people, as well as the educational model of future teachers.

5. Based on methodical materials (1.1.), category-conceptual apparatus, spiritual-aesthetic potential of “eternal artistic values” derived from the cultural-historical heritage of the Uzbek people, developed criteria, the system of scientific education of future teachers, educational and disciplinary basis of the addresses, the artistic heritage of the Uzbek people, the socio-pedagogical conditions of future teachers' aesthetic education - state, national ideological, social, educational, socio-pedagogical, professional-pedagogical, clearly

educational, personality-oriented, spiritually demanding, aesthetically important national features have been identified.

6. Methodological bases of spiritual and aesthetic education of future teachers at the level of the state educational policy, criteria of spiritual and aesthetic education developed for pedagogical staff, schedule and pedagogical system of spiritual and aesthetic education of students, methodological, theoretical, methodological and theoretical bases of spiritual and aesthetic education of pedagogical staff are the necessary conditions for a successful solution of the problem.

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