
AESTHETIC EDUCATION AS PART OF GENERAL EDUCATION

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ABSTRACT: Aesthetic education is an important component of general education, playing a key role in the formation of a harmonious personality. It contributes not only to the development of aesthetic tastes but also to emotional maturity, creative abilities, and an increased level of cultural awareness. Incorporating aesthetic aspects into education enhances the perception of art, nature, as well as moral and ethical values. Aesthetic education is a vital tool in shaping spiritual culture, the ability for self-expression, and understanding the world through art.

KEYWORDS: Digital technologies, aesthetic perception, youth, social media, visual culture, mass trends, creativity, art, cultural standards, self-expression.

INTRODUCTION

Aesthetics is a branch of philosophy that studies the nature of beauty, taste, and art, as well as their impact on human feelings and perception. Educating youth in the context of modern society is becoming an increasingly multifaceted process, where aesthetic education is an important aspect. The role of aesthetics in youth education lies in the development of the ability to perceive the beauty of the surrounding world, understand and appreciate art, as well as to foster a harmonious perception of life.

Aesthetic education is a purposeful process of shaping aesthetic ideals, tastes, and needs in young people through exposure to art, nature, and the development of their own creative abilities. It helps young people develop a sense of beauty, which in turn influences their behavior, worldview, and moral and ethical values. Aesthetic education plays a key role in the creation of a harmonious inner world of the individual, which is especially important during adolescence and youth, when values and perspectives are actively forming.

As part of general education, aesthetic education is the process of developing emotional, intellectual, and cultural maturity through the perception and understanding of art, the beauty of nature, and cultural and social phenomena. It aims to develop the ability to feel, comprehend, and evaluate aesthetic values, which in turn contributes to the harmonious development of the personality.

Aesthetic education can be seen as a purposeful process in which a person acquires the knowledge, skills, and experience necessary to perceive and understand beauty. It includes both the formation of taste and preferences in the fields of art and culture, as well as the development

of the ability to see beauty in the surrounding world, in interpersonal relationships, and in one's own life.

The main goals of aesthetic education are:

- Formation of aesthetic ideals and tastes.
- Development of a sense of the beautiful and the ability to perceive works of art.
- Promotion of the spiritual development of the individual and their inner harmony.
- Cultivation of the ability for creative activity in children and adolescents.
- Encouragement of awareness of the cultural and historical values of one's own people and global heritage.

The tasks of aesthetic education include:

- Familiarization with works of art, literature, music, theater, cinema, and architecture.
- Formation of an understanding of art as a means of expressing human feelings and ideas.
- Development of creative abilities and self-expression.
- Formation of respect for cultural heritage and an understanding of the importance of preserving and developing culture.

Aesthetic education cannot be an isolated process; it must organically integrate with other aspects of general education. The overall system of education includes:

- "Physical education" – development of the body and health.
- "Intellectual education" – development of thinking and scientific knowledge.
- "Moral education" – formation of ethical principles and values.
- "Aesthetic education" – development of sensory perception and the value of beauty in life.

Aesthetic Education

Aesthetic education is closely linked to other types of upbringing, as art and culture directly influence emotional development, as well as the moral and ethical orientation of an individual. Aesthetic perception stimulates intellectual development and contributes to the formation of a person's inner world.

Various methods and forms of influence are used for effective aesthetic education:

- "Cognitive methods": discussions, lectures, debates, excursions to museums, theaters, and cinemas.
- "Creative methods": engaging in artistic activities (drawing, music, dance, theater), creating creative projects, participating in group events.
- "Emotional methods": organizing meetings with artists, listening to music, watching films and theatrical performances, reading works of literature.
- "Problem-solving methods": using situations for analyzing and discussing artistic works, reflection, and group work.

Forms of aesthetic education can vary widely:

- Individual and group activities in school and extracurricular settings.
- Clubs, theater studios, music and art schools.

- Cultural and educational events, concerts, exhibitions, festivals.
- Programs aimed at developing the perception of nature and the surrounding world.

The Role of the Family and School in Aesthetic Education

The “family” plays a crucial role in a child's aesthetic education. It is the environment where the first perception of beauty and interest in art is formed. By providing access to books, music, paintings, and theatrical performances, parents help develop the child’s initial ideas about the world of art.

The “school” also serves as a primary institution for the development of aesthetic perception. In the educational process, children are introduced to various forms of art, learning music, drawing, literature, and participating in school plays and concerts. Teachers and educators have the opportunity to guide students in exploring art and creativity through academic programs, organizing exhibitions, concerts, and theater performances.

In the modern world, aesthetic education has gained particular significance, as technological advancements and information technologies have dramatically changed the ways in which art is perceived and distributed. On the one hand, this opens up new possibilities for self-development and education; on the other hand, it raises concerns about the diminishing personal connection to living works of art and culture.

In the context of digitization and globalization, there is a need to cultivate skills for critical information perception, distinguishing high art from mass culture. It is essential that aesthetic education fosters a lasting interest in deep, significant cultural and artistic phenomena, rather than superficial and commercial trends.

CONCLUSION

Aesthetic education is an integral part of a person’s overall upbringing. It contributes to the harmonious development of an individual, expands their inner world, and cultivates an ability to perceive and create beauty. It is important that aesthetic education goes beyond the classroom and becomes a part of life, supported by the family, society, and cultural institutions.

Art is a powerful tool for influencing the soul and mind. It not only develops aesthetic taste but also fosters emotional sensitivity. Acquaintance with works of art (literature, painting, music, theater, cinema) enriches the inner world of young people, developing their imagination and creative thinking. Reading classical literature, listening to the music of great composers, and visiting museums and theaters help a young person recognize the value of human feelings and experiences, while also opening new horizons for self-expression.

Moreover, art has a moral potential. Through art, young people learn to understand and analyze human behavior, empathize with characters, and recognize the importance of honesty, justice, and kindness. Thus, aesthetic education is directly linked to the development of moral and ethical qualities in an individual.

“Aesthetics and Art as Key Elements of Culture”

Aesthetics and art are integral components of culture that significantly influence personality development. They serve as essential tools for shaping both taste preferences and moral orientations. Aesthetics, as a philosophical discipline, studies the nature of beauty, art, and perception, while art, as a form of human activity, expresses these ideas in practical, sensual, and emotional experience. The impact of art on taste and morality cannot be overstated, as it shapes the emotional, intellectual, and moral character of a person.

Aesthetics, as a philosophical discipline, explores not only the nature of beauty but also the fundamental principles of art, taste, and perception, as well as their role in moral development. Aesthetics helps a person understand that beauty is not just an external category, but also an internal one that includes moral and spiritual values.

- "Aesthetic Perception and Morality": Aesthetics asserts that the perception of beauty is connected to a sense of moral order. For example, works of art depicting good, justice, or self-sacrifice can influence a person's inner state, evoke emotions, foster empathy, and stimulate moral decision-making. In aesthetic experience, there is often a harmonization of feelings and reason, which helps an individual develop a finer sense of justice and virtue.

- "Taste and Moral Orientation": Aesthetics also examines the concept of taste, which is not only an expression of personal preferences but also an indicator of a person's moral values. Good taste in art is often aligned with moral ideals and life principles associated with harmony, moderation, truth, and compassion. Tastes formed through high art become a link between aesthetic perception and moral ideals.

“Art as the Primary Tool for Aesthetic Education”

Art is the primary tool through which aesthetic education is implemented. Works of art, whether literature, music, painting, theater, cinema, or architecture, help individuals not only develop aesthetic tastes but also understand the principles of harmony, beauty, grandeur, and elegance, which contribute to the formation of their inner world.

- "Development of Artistic Taste": Artistic taste develops through regular and conscious interaction with art. Viewing paintings, listening to music, and reading literature all contribute to a person's understanding of what is beautiful, refined, and noble, as well as what is low, primitive, and manipulative. A person's tastes depend on the works of art available to them and how deeply they perceive their content and form. People exposed to great works of art are capable of developing a high aesthetic taste, which, in turn, contributes to the cultivation of their moral principles.

- "Ideals in Art": Art reflects the ideals of society, time, and culture. Classical works of art contain high ideals associated with morality and ethics. For example, literature and painting often depict

heroes who, in their search for truth, face moral dilemmas, helping viewers, readers, and listeners recognize the importance of choice and responsibility. Additionally, art often raises questions about the harmony of life and justice, thus contributing not only to aesthetic but also to moral education.

Art has a deep moral dimension and can serve as an important tool in shaping morality. Works of art teach us not only to enjoy beauty but also to understand that moral values are inseparable from the concept of beauty.

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