

AESTHETIC IN CHILDREN OF PRESCHOOL AGE IN THE FAMILY FORMATION OF CROSS-SECTIONAL

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ANNOTATION

World Development is fueled by News discovered by humans. It is no wonder that the greatest of these discoveries is the family. After all, the family embodies exactly this nation, the nature of this state, no matter which nation it belongs to, which state it belongs to. In this sense, our president I.A.Karimov's"...in this light, as long as there is life in the world, there is a family. As long as there is a family, there is an invaluable blessing in the so-called Children. As long as there is a child, a person will always live with cherished dreams and aspirations," the opinion is of the same duration. That is why the family is a divine and miraculous discovery of humanity. The property of a particular family is manifested in its national psyche, that is, the family, first of all, determines the psyche of the nation. Therefore, it is true that the spirituality of the nation and society is first defined by the family. However, the content, essence, naming of the stages of development in the history of mankind, in any case, remained the human factor, the social order of society to educate it, to educate it. Because, " the perfect person is the basis of the development of society." After all, "...it is clear to everyone that the family is healthy – society is strong, society is strong – the country is stable."

Key words: perfect person is the basis of the development, preschool

INTRODUCTION

From pedagogical, psychological, physiological studies it is known that the main part of the worldview of children is formed in their preschool age. An important place in the content of the spiritual qualities of the child's worldview is occupied by aesthetic representations. Therefore, the upbringing of a child in a family remains an urgent socio-pedagogical problem of society. Therefore, in the Constitution of the Republic of Uzbekistan, the issue of the family is given as a separate chapter, which establishes that the family is the main link in society, that it has the right to be under the protection of society and the state (Article 63), as well as the obligation of parents to raise their children (Article 64).

Due to the fact that in subsequent years in our republic there is a decrease in the involvement of preschool children in kindergartens, their preparation for school in the family, in particular, the formation of aesthetic imaginations in them, is an urgent socio-pedagogical problem that awaits its solution.

The largest number of children studied (34.2 %) chose musical art. However, this indicator will earn a bias. In particular, they understand several singers, groups by the art of music. In terms of theater and film art, too, they are mainly limited to mentioning the names of Latin American and South Korean series. They have no idea about the process of creating cinema (as well as theater) as an art form. They have the idea that cinema is created mainly by actors.

The fact that no representations in the field of fiction were also formed was evident from the results we received. A similar situation, status can be seen in the field of pictorial activity.

The degree of formation of aesthetic representations in children in the family was assessed by the levels of the traditional form— indicators "high", "medium" and "low", which are widely used in pedagogical research.

In the activities of children with a high level of aesthetic imagination, independence, creative fantasy, the presence of a certain idea are reflected. They have formed skills to be able to interpret their ideas, to protect. In the work performed, in their activities, ideas have their own clear expression. Through aesthetic representations, elementary skills of artistic perception of aesthetic realities in society, nature, human life were formed in them. Through these skills, they are able to express their attitude towards life. They are able to approach the perception of aesthetic content analytically. Children belonging to this category also have certain perceptions in the field of art.

In the activities of children with moderately formed aesthetic imaginations, cases of independence are felt, only creativity is lacking or its opposite. There is a certain idea in their activities, they are able to interpret and defend it when it is necessary. In some cases, however, it remains unfulfilled to bring the idea to its logical end. +there is a lack of regularity, stability in their work, activity. Children belonging to this group know the types of art and are able to express their relationship to them.

Children whose aesthetic imagination is assessed as "low" can be divided into two categories. The first category belongs to children who find it difficult to objectively raise aesthetic perceptions to a higher level. They are inherently such. In children belonging to the second category, for certain reasons, aesthetic representations are not well formed.

The results of the experimental-test work in the first control assessment showed that in children whose aesthetic imagination is being formed, along with changes in activity, qualitative changes were observed at the level of formation of imagination.

MATERIALS AND METHODS

The dynamics of growth between the indicators at the beginning of the experiment and its first control assessment, for example, high-level indicators amounted to 50, 50, 50, 66 percent, respectively, in relation to music, cinema and theater, fiction and visual activity. The final results showed a significant increase, in addition to a natural increase in relation to the start of the experiment-test, as well as a significant increase in the first control assessment phase.

1. An analysis of the pedagogical theory of the formation of aesthetic perceptions in children of preschool age in the family and the situation in educational practice shows that, although there are scientific developments and practical experiments in this regard, they did not correspond to the content of educational reforms carried out during the years of independence. In connection with the change of time, ideology, they are morally outdated.
2. The formation of aesthetic imaginations in preschool children serves not only to educate their artistic worldview, but also to ensure that the worldview that is being formed in children occurs objectively, mastering the world, events and phenomena in it on the basis of certain factors.
3. In any work of art lies a fragment of the world, an objective interpretation about it. That is why the perception of a work of art can be perceived as a means of understanding the world.

Aesthetic consciousness in children of preschool age, social being as the fruit of aesthetic imagination, communication with nature and art in a simple, simple way in some area of it in the process of functioning, through its perception, it perceives the world.

4. The formation of aesthetic perceptions in children in the family not only solves such a socio-pedagogical problem as the solution of a private problem in the artistic direction, the preparation of a child for school education, but should also be considered as a solution to a global national problem - a phenomenon associated with the prosperity of the nation.

5. The content of the implementation of aesthetic education in the family covers the aesthetic sense, interest, need, aesthetic assessment of objects and phenomena in being and the upbringing of their aesthetic tastes, which are involved in the aesthetic activity of the child. In children, knowledge about beauty is embodied in the process of aesthetic assimilation of reality, art in the environment. The family has the most favorable conditions for children to acquire and understand the main criteria of the most important aesthetic aspects and characteristics of the world that surrounds us - beauty and ugliness, depth and perfection, to acquire a number of skills and abilities, to comply with them in life, to assimilate the knowledge necessary to express their feelings accordingly.

6. Increasing parental responsibility in raising children in the family, giving them knowledge from pedagogy and psychology is one of the urgent socio-pedagogical problems of today. Some aspects of the assimilation and improvement of the national values of our people, pedagogical values of the upbringing of a child are also implemented in the family. These processes require parents to regularly increase their level of pedagogical literacy.

7. Methodological recommendations developed on the basis of a scientific analysis of the research results and tested in practice can be recommended for all families of the Republic. These developments are an important factor in the formation of aesthetic perceptions in children, their formation as a person, in conditions of a decrease in the prevalence of coverage of preschool children by preschool educational institutions.

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CONCLUSIONS

The analysis of the results of the study made it possible to promote certain recommendations for improving the formation of aesthetic perceptions in children in a family environment. They are:

- a) formation of aesthetic representations in children along with knowledge of aesthetic content human anatomy, physiology, it also provides for the provision of a sufficient level of knowledge regarding hygiene. Without it, parents will not be able to give their children the right upbringing of aesthetic content;
- b) taking into account the genesis of their artistic and aesthetic needs in the aesthetic education of children in the family makes it possible to correctly determine their natural inclinations;
- C) as in every field of education and education, the process of forming aesthetic representations should be built on the foundations of the principles of regularity;
- g) parents should be able to pedagogically and methodically determine the prospects for the formation of aesthetic perceptions in their children. Inclinations and talents of aesthetic content are gradually manifested.

If we look at this problem from the point of view of globality, then in perspective, the opening of suitable areas of higher education for the training of family educators, the creation of specialized scientific laboratories for the study of the problems of Family Education, aesthetic education of children provide opportunities for timely presentation of scientific solutions to problems arising from the social environment.

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