

The Content and Essence of Educating Future Teachers' Aesthetic Sense

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Abstract: This article discusses the content and essence of educating future teachers' aesthetic sense, analyzing the research conducted by scholars on the topic.

Keywords: Aesthetic sense, artistic-aesthetic education, culture, values, history, grace, world scholars, concept, visual arts, painting, school students.

Introduction: Currently, attention is being drawn by our national leaders to the importance of education, especially in terms of upbringing. Many research projects are being conducted to study the perspectives and thoughts of future teachers regarding upbringing, based on their views and opinions. In this context, it is crucial to first understand the essence and content of educating future teachers' aesthetic sense.

What is aesthetic sense? How did it emerge? Who has discussed aesthetic sense? Based on these questions, we present the following analyses.

METHOD

Aesthetic sense – is manifested through a person's thoughts, behavior, actions, and creative expressions, both material and spiritual. Aesthetic sense expresses itself through the process of perceiving and evaluating the aesthetic qualities of events and phenomena, as well as the satisfaction or dissatisfaction experienced. The ability to differentiate beauty from ugliness and to experience joy or pleasure from it lies at the heart of aesthetic sense [1;65;208].

Looking at history, we can see that aesthetic sense and education have developed as a result of people's interactions and cultural behaviors. Respect among people, the culture of communication, and appreciation for different ethnic groups or nationalities have led to the development of aesthetic sense. The ancient desires and hopes of people found expression in the legendary images of epics. Legends, poems, songs, lyrical poetry, proverbs, and artistic works

indicate that the field of aesthetics has a long history [1;14;208].

Foreign researchers have expressed their views on the importance of artistic-aesthetic education. For example, Lev Vygotsky considered artistic education not only as a development of aesthetic growth but also as an important influence on cognitive processes. He emphasized that artistic activity is crucial for teaching social and cultural changes. According to his theory, educating aesthetic sense helps students develop not only their aesthetic sensibilities but also their self-awareness and behavior in society.

John Dewey spoke about the central role of aesthetic experience in artistic education. According to Dewey, through artistic education, a person shapes their aesthetic worldview and thus develops creative and imaginative thinking. Dewey regarded artistic education as an integral part of individual and societal development.

Elliot Eisner discussed the teacher's role in the development of artistic education and aesthetic competence. He viewed artistic competence as an essential tool for developing students' overall aesthetic sensitivity and creative thinking. According to Eisner, learning through artistic education helps students develop both their aesthetic and social capabilities [2;344;440].

RESULTS AND DISCUSSIONS

Now that we have an understanding of aesthetic sense and its history, when we talk about artistic-aesthetic

sense, we can conclude that artistic-aesthetic sense is a cultural and educational worldview, rooted in personal taste and reflected in the works of culture, literature, and art. Educating aesthetic sense involves exposing students to the beauties of nature, grace, and the results of human labor. In the system of aesthetic education, labor plays an important role. In the context of economic reforms, it is essential to acknowledge that people's aesthetic demands and sense are increasing. Aesthetic education ties together labor activities, the culture of production and consumption, and the ideals of beauty, which is a part of the system of aesthetic education.

Future teachers should study and understand the stages of forming aesthetic sense while teaching drawing techniques in visual arts classes. In the process of creating compositions, they need to learn how to properly choose colors with an aesthetic sense, arrange the colors in an orderly manner, and interpret the ideas of the painting from an aesthetic perspective while adhering to universal human values. In painting, special attention is given to aesthetic sense due to the constant connection between composition, color techniques, and execution. When creating a composition, future teachers should be taught how to position figures harmoniously, ensure the balance of colors, and pay attention to rhythm, symmetry, and perspective while using color techniques.

According to researcher Najmiddinova S., the pedagogical methods for shaping aesthetic culture can be defined as follows:

1. Advanced activities in lessons: Advanced activities can be organized in lessons by using pedagogical methods, such as organizing exhibitions, holding drawing contests, or hosting music performances. These activities can stimulate students' interest in aesthetic culture and encourage them to be more active.
2. Educational adventures: Educational adventures should be organized in the process of shaping aesthetic culture, such as conducting practical workshops or surveys. This provides future teachers with valuable experiences to enhance their skills through advanced practice.
3. Discussions: Another pedagogical method is organizing discussions, allowing future teachers to express their views and deepen their understanding of aesthetic culture.
4. Analytical and reading methods: In the process of shaping aesthetic culture, methods of analysis and reading are important. These methods allow future teachers to study and analyze works based on modern socio-historical and legal developments, such as

literature in Latin.

5. Demonstrational exercises and other activities: Demonstrational activities are key to forming aesthetic culture. For example, students can practice activities like music, dance, and drawing to develop their aesthetic culture.

6. Social activities or community engagement: Social activities also play an important role in shaping aesthetic culture. This helps future teachers connect with their social environment, collaborate with others, and understand the overall aesthetic culture of society [4;206;514].

In schools, when students are drawing, they often make mistakes. For example, the drawing techniques of a 5th-grade student might be the same as a 2nd-grade student's, which indicates that their aesthetic sense has not been sufficiently developed. The reason for this can be traced back to the teacher. To prevent such situations, it is important to start developing the competence of future teachers from their first year of university. This will help future teachers avoid such issues when teaching students in schools.

CONCLUSION

In conclusion, educating future teachers' aesthetic sense involves strengthening their aesthetic competence, organizing advanced activities, fostering aesthetic culture, engaging in demonstrations, and collaborating with social communities. Future teachers must independently work on their skills to reach a high level of professionalism. Through this, they will be prepared to teach the next generation effectively and responsibly.

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