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AESTHETIC EDUCATION AS A FACTOR OF PROFESSIONAL TRAINING OF PRESCHOOL TEACHERS IN A PEDAGOGICAL UNIVERSITY

Abstract: The article deals with the issues of aesthetic education of children in preschool institutions, the development of an eco-aesthetic attitude to the environment and nature, respect, a sense of responsibility for them. The questions of aesthetic education, its content, stages and components are disclosed.

Key words: preschool education, aesthetic attitude, attitude to the environment, introducing the nature to a child, the child's personality, protecting the environment, observing the nature.

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Introduction

Changes in the development of Uzbekistan, restructuring of society affected its spiritual appearance. At all times, the greatness of the country was the cultural and spiritual potential of the country. Uzbekistan needs spiritual renewal, one of the paths of which is through culture, aesthetic upbringing and education of teachers. Improving the professional training of future educators and teachers requires a qualitative renewal of pedagogical education, updating the formation of aesthetic culture.

Spiritual development of a person, including aesthetic upbringing and education, begins at an early age and continues throughout life. Preschool age is a sensitive period of the formation of the value orientations of the personality, its aesthetic development, the identification of abilities and the creation of conditions for their development. At preschool age, a child first gets acquainted with the spiritual values of society, culture and art. An important place in this process is given to the aesthetic education of children. The aesthetic environment, the culture of preschool institutions, the level of moral and aesthetic culture of preschool teachers have an active impact on the personality of the child, on his spiritual world. The success of the implementation of aesthetic

education of preschoolers largely depends on the level of professional training of teachers. Only an aesthetically educated teacher will be able to carry out the aesthetic development of a child's personality, the formation of his creative abilities.

The main part

An analysis of the modern practice of higher and secondary vocational schools shows the existence of a contradiction between the requirements of society for professional training, the level of aesthetic culture of the teacher and the shortcomings of the system of its formation in pedagogical educational institutions. This is manifested in the low level of general culture, the lack of the necessary both artistic and aesthetic and methodological knowledge and skills for organizing the aesthetic education of children.

The process of updating the paradigm of pedagogical education based on the principles of fundamentality, universality, variability, integrativity, continuity of humanism, spirituality, cultural congruity is currently an urgent need and demand of society.

Issues of aesthetic education and upbringing are reflected in the research of philosophers, art historians, culturologists, psychologists, and teachers.

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The problem of aesthetic education at different age stages of human development is studied by many teachers: in the field of preschool and school education.

The analysis of scientific research shows that various aspects of the professional and artistic and aesthetic training of future teachers, specialists in preschool education are being studied. The technologies proposed in them cannot fully solve the problem of aesthetic upbringing and education, the formation of aesthetic culture in a future teacher of preschool education in the process of professional training at a pedagogical university. It should be noted that the issues of training students of preschool education faculties, their aesthetic training in the conditions of a pedagogical university and college are not sufficiently reflected in scientific research.

Thus, a contradiction arose, on the one hand, there was a need to deepen aesthetic training, the formation of aesthetic culture among students of the faculty of preschool education as a condition for its development in preschool children, and on the other hand, the problems of aesthetic education were not sufficiently developed in the theory and practice of pedagogical education. In the professional training of future specialists in preschool education at a pedagogical university.

The developed and experimentally tested system of aesthetic upbringing and education in the context of the professional training of a preschool teacher serves as the basis for finding new solutions in the modern practice of higher education for preschool education specialists. Of practical value are the developed and tested curricula, programs, manuals, integrated courses, new specializations of aesthetic content, forms of independent work of students (workbook, art diary), which can be widely used in the professional training of pedagogical personnel.

In modern society, the role of aesthetic education in the spiritual development of the individual is increasing, in this regard, the requirements for the professional training of teachers, their level of general and aesthetic culture, the needs of society and educational institutions for highly qualified personnel are increasing, which confirms the need to update the paradigm of pedagogical education, filling it with new content that ensures the development of creative principles in future teachers who are able to effectively carry out the aesthetic education of children. Aesthetic education is becoming an important component of the professional training of a preschool teacher.

In our study, it is theoretically substantiated that aesthetic education is an independent category in science, that the formation of aesthetic culture must be considered as one of the tasks of aesthetic education of a person, in particular a teacher.

The historical and theoretical analysis of the emergence and development of ideas of aesthetic

education, the formation of professional pedagogical education in Uzbekistan, the training of pedagogical personnel for preschool education establishes the need to take into account traditions (spiritual development of the teacher's personality, deep humanitarian and artistic knowledge, a combination of humanitarian, general developmental training with psychological its pedagogical training, active creative activity of students in extracurricular activities, etc.) of pedagogical education, international experience, modern trends in the field of education in updating the structure and content of professional training of preschool teachers.

The development of pedagogical education in modern Uzbekistan is based on the principles of fundamentality, universality, integration, continuity, creativity, artistry, variability, cultural consistency, spirituality. Developing in our research the content, forms and methods of aesthetic education of preschool teachers, we came to the conclusion that it is necessary to rely on the processes of integration, differentiation, diversification, which are reflected in the structure, content, selection of specialties and qualifications of specialists.

Increasing the effectiveness of training preschool specialists requires variability in the choice of specialties and qualifications by educational institutions, the presentation of independence to pedagogical universities in their determination, based on the state's needs for teaching staff and taking into account the requirements of the region in these personnel.

The urgency of revising the state educational standard of higher professional education has been established; the need to change the structure, content of pedagogical education, based on the characteristics of the pedagogical profession, traditions and experience of university education, the specifics of pedagogical activity at different levels of education, trends in social development.

Our research confirms, based on specific material introduced into the pedagogical process of training preschool specialists, that it is important to ensure the continuity of the levels of professional education in teacher training; important in the training of a teacher is to ensure the continuity of the levels of professional education; the need to create a state professional education, taking into account the peculiarities of training specialists at each level, avoiding blurring the boundaries of secondary and higher professional education, while maintaining the independence and characteristics of professional training of each of them.

The study discloses the possibility of building public vocational education on an integrated basis, its new structure is substantiated, which is aimed at improving the quality of training personnel.

The study proves the need to change the content of the State Unitary Enterprise, taking into account the

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needs of modern pre-school education, deepening aesthetic and humanitarian training of existing standards in the field of pre-school education.

The model of aesthetic preparation of the teacher of pre-school education, including theoretical, practical, methodical, special components, was developed and experimentally verified; The study determines the levels of aesthetic training of the teacher: the optimal, sufficient necessary, which most adequately reflect the requirements for the teacher and the achieved level of its aesthetic and training.

In the process of research, a system for the aesthetic education and education of students of the Faculty of Preschool Education of the Pedagogical University has been developed and tested, which includes the educational and extracurricular activities of students, covers the generalization, psychological and pedagogical, special training of a pre-school profile specialist, all types of educational process, pedagogical practice, a variety of artistic Creative activities of the students themselves in their relationship, based on integration and differentiation processes.

The study substantiates and reveal the possibilities of aesthetic disciplines, all the disciplines of the curriculum, disciplines and courses for the choice, electives, coursework and diploma

(qualification) works, pedagogical practice, as well as specialization, additional specialty in the deepening of the content of aesthetic education and education, the formation of common and Aesthetic culture of future pre-school specialists, the development of their creativity, creative abilities through various forms and training methods and education.

The study showed the effectiveness of the use of integrated courses developed and tested during the preparation of specialists, modern methods of teaching aesthetic disciplines, various forms of independent work of students, a flexible combination of educational and extracurricular activities of students of the Faculty of Preschool Education.

Conclusion

Developed in the study and experimentally, a proven model of aesthetic training, aesthetic education has large potential opportunities and can contribute to qualitative changes in the professional training of teachers of pre-school education in the pedagogical university.

The study undoubtedly has not exhausted the problem, discovered new horizons, aspects; Further development require both theoretical and applied questions. Especially relevant development of programs, textbooks and benefits on this issue.

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