

Forming of esthetic upbringing in small children under school age

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Формирование эстетического воспитания у младших детей дошкольного возраста

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Abstract: *problems of development of esthetic upbringing of the children under school age are analyzed in the article. The problems of formation and development of esthetic culture, creative thinking and valuing the things around in wright way are clarified in the article.*

Аннотация: *в статье анализируются вопросы развития эстетического воспитания у младших детей дошкольного возраста. Проблемы формирования и развития эстетической культуры, творческого размышления и интересов, также проблемы формирования правильной оценки окружающей среды рассматриваются в статье.*

Keywords: *esthetic features, development, influence, social atmosphere, active, pedagogical conditions, process, culture, imaginations, interests, feelings, activities, ability, comparison, speech, drawing, games, literary works.*

Ключевые слова: *эстетические особенности, развитие, социальная атмосфера, активный, педагогические условия, процесс, культура, воображения, интересы, чувства, деятельность, способность, сопоставление, речь, рисование, игры, литературные произведения.*

The esthetic features of the persons are not given from their birth, but they begin develop under the influence of social atmosphere and active pedagogical conditions from the childhood [1: 5]. The process of an esthetic development is done through trainings, walks and excursions, in the base of gaining the esthetic culture, imaginations, interests, feelings, and activities step by step by small children.

It is important to accept the development of the children as the first stage of the learning of the world esthetically. It begins from the developing of the sense of the difference of the whole sensor apparatus and answering with the ability of recognizing of the features of objects. First of all the child answers to the lightest qualities as the rhythmic acts, music, light colours, mother's face, mother's smile and mother's lulling. Child's answer towards pleasure things for him/her occurs in his/her chuckling [3:21]. Sensor-feeling ability of the children develops in the first year of their life. In the second year the children begin to know the esthetic expressions of some art specimens. They begin to differ the jolly and sad music, low and slow sounds, etc. Speech begins to develop under the influence of comparison of the features as beauty-ugly, clean-dirty, big-small, and the names of these esthetic qualities appear in their daily speech.

The changes in children's esthetic development continue until their going to school. They begin differ the rhythm, literary features in works and get impressions from it. The children enjoy from description of objects. They use simple and usual marks. For example, the teacher praises the child's drawing, paying attention to his working hard. In spite of being not good, the picture worthies to be praised, at the result of which the teacher forms the esthetic view of his pupil. The teacher in the same way makes the pupil to believe in himself. Even the simplest types of various games help to develop new interests and demands in young leaners. Not only in drawing but in music the children gain the skills of showing their creative activities. It proves that the children have esthetic features in their activities once more. Children are always able to recognize some esthetic devices, the inner features of the objects being described. They notice the connection between the meaning and descriptive devices of literary works. They develop the willing of prefer the certain genres, to compare the literary works with each other, to generalize the all known themes. They are able to differ the prose from poetry, tale from story, even musical genres: lulls from songs etc. They try to solve the problems having been put before painting, literature and theatre independently while performing, reciting or drawing.

Children until school age are able to listen to the musical and literary works very attentively, describe the pictures with understanding their meaning, to differ goodness from evil. Their ability to music and poetry develops. He/she begins to clarify the various genres in music, even can explain the main idea of any kind of art. In this way the little children under school age learn to value, to support them and to enjoy from the beauty [2:11].

Our experiences show us that the following features are formulated in little children:

1. Involving the children to esthetic activities:
 - a) developing of active esthetic and fictional activities;
 - b) forming the first skills and experiences of performing, reciting, reading, singing and etc. artistic activities;
 - c) widening the esthetic outlook of the nature towards not only themselves but towards the people around.
2. Developing in each child individually the general and specific esthetic-creative abilities, such as:
 - a) general abilities mean the senso-motor development, the ability of replying at once, having the creative dreams etc.;

b) in the branch of descriptive activity the importance of creating of sensitive spirit (mood), working with hands very quick, sensibility of differing colours etc.

3. The development of sensor systems and various analyzing activities in time, which supplies the exact and mildness of the differences of increasing of esthetic meanings, abilities and creativeness.

4. This is clear that the formation of esthetic upbringing in under school aged small children helps them to develop such features as: initiating, organizing, looking forward, dreaming, trying to do tasks by themselves and etc. [6:37].

The esthetic upbringing is responsible of coming true of these tasks. And this opinion proves once more that the esthetic features of the persons are not given from their birth, but they begin develop under the influence of social atmosphere and active pedagogical conditions from the childhood. Pedagogical trainees are responsible first of all [5:18].

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