



SPIRITUAL AND AESTHETIC DEVELOPMENT OF FUTURE TEACHERS BASED ON CULTURAL HERITAGE.

Otaboboyeva Umida Ilhomovna
Teacher of Jizzakh state pedagogical university

Abstract: In this article, within the framework of modern education policy and our research, we clarify; then this "spirituality", "spiritual-aesthetic education based on artistic values", "spiritual-aesthetic education based on the artistic heritage of the Uzbek people", "spiritual-aesthetic education of future teachers" we form the concepts of "development"; express the research concept; in the process of studying pedagogical sciences, there is talk about the development of indicators of spiritual and aesthetic education of future teachers.

Key words: Spiritual-aesthetic development, artistic-aesthetic qualities, artistic culture, spiritual ability, creative, communicative, educational concepts, folk art, formation of emotions.

The spiritual and aesthetic development of future educators is a state social-pedagogical order that is implemented at the level of modern requirements in the education and upbringing of pedagogical personnel. In the spiritual and aesthetic development of future educators based on the important artistic heritage passed down from our ancestors, it is essential to clarify the necessary concepts. Such concepts include: "spirituality," "spiritual and aesthetic education," "artistic heritage," "artistic values," "national-artistic values," "aestheticism," "aesthetic values," "aesthetic education," "aesthetic culture," and others.

Having defined these categories, that is, their essence within the framework of modern educational policy and our research; then we will formulate the concepts of "spirituality", "spiritual-aesthetic education based on artistic values", "spiritual-aesthetic education based on the artistic heritage of the Uzbek people", "spiritual-aesthetic development of future teachers"; we will express the research concept; we will develop indicators of spiritual-aesthetic education of future teachers in the



process of studying pedagogical sciences; we will implement a systematic approach to the spiritual-aesthetic development of future teachers in the process of studying pedagogical sciences, and we will also determine the socio-pedagogical conditions for the spiritual-aesthetic development of pedagogical personnel based on the national-artistic heritage.

Spiritual and aesthetic development based on artistic values is the process of forming, developing, and satisfying an aesthetic feeling, that is, an emotional and emotional perception of a high-level artistic work of art. This is the study, reflection, and understanding of artistic and aesthetic knowledge, concepts and ideas, a valuable artistic and relational work, an intellectual and creative approach to this process, the manifestation of the emerging artistic and aesthetic knowledge, the formation of an attitude to an artistic work, the formation of the artistic and aesthetic qualities of the individual.

The basis of spiritual and aesthetic education on the artistic heritage means the reliance on examples of “eternal artistic values” in the process of introducing people to the artistic culture of the past, including examples of true aesthetics and high artistic creativity, as well as examples of folk art - folklore. Also, it is the process of developing, forming, and satisfying aesthetic feelings of surprise, joy, pleasure, satisfaction, and spiritual well-being through emotional perception of a work. After all, this concept requires the formation of a person's spiritual and aesthetic qualities through intellectual-cognitive ability, reflection of received artistic and aesthetic impressions, knowledge, concepts and ideas, logical-analytical reasoning about spiritual and aesthetic potential and artistic value through (spiritual ability, creative, communicative, educational) in the process of knowing the ideological and artistic concept, artistic and aesthetic characteristics at the intellectual-creative level, and determining the emotional and value attitude towards it.

In the educational system, the spiritual and aesthetic development of future teachers based on the artistic heritage of the Uzbek people is carried out in the educational system, in the process of studying the humanitarian and pedagogical



sciences. It is considered as a source of high artistic "eternal values" of the Uzbek people, their national identity, their contribution to universal, national values, and spiritual and aesthetic development.

The spiritual and aesthetic development of future teachers is understood as the use of samples of the past artistic culture of the Uzbek people and their ancestors, including miniatures, traditional architecture, decorative art, book decoration, folklore, poetry - the processes of familiarizing them with the high spiritual and aesthetic, aesthetic and educational values, strong potential and bright national qualities of the art of our ancestors. In this process

- formation of emotions - aesthetic (surprise, joy, delight, satisfaction, spiritual well-being), a sense of national pride, awareness of national identity (with emotional perception of works of art);

- perception of many "eternal values" of the artistic heritage of the Uzbek people - emotional, intellectual-creative, logical-cognitive, artistic-analytical (according to the given algorithms);

- determination of one's emotional-aesthetic and value attitude to the treasury of the rich national-cultural heritage of the Uzbek people;

- integration of spiritual-aesthetic beliefs, motives, knowledge, concepts, ideas, impressions, abilities, spiritual-aesthetic potential derived from the artistic heritage of the Uzbek people in future educational and pedagogical practice;

- objective assessment of one's spiritual-aesthetic, professional-personal development;

- activation of the needs of future teachers for the spiritual and aesthetic development of the national and artistic heritage, including a high level of professional and personal development.

Today, in the field of education, along with professional knowledge, importance is attached to the acquisition of national and cultural knowledge by future teachers of spiritual and aesthetic. This contributes to the development of high national qualities in them, primarily spiritual and aesthetic national and spiritual education. In this sense, the main direction of our research concept is also aimed at



implementing spiritual and aesthetic, in particular, pedagogical education, which is relevant and meets the requirements in the modern education system. There are aspects that we need to follow and pay attention to. In particular:

- a clear definition of modern general methodological rules related to state educational policy;
- clarification of the concepts of spirituality, spiritual and aesthetic education in the modern text;
- taking into account the age characteristics of students, determining the role and importance of the holistic development of the spiritual and aesthetic component of a person in his professional and personal formation;
- modification of pedagogical programs and identification of their potential for the spiritual and aesthetic development of future teachers;
- development of a general pedagogical system for the spiritual and aesthetic development of students at the level of interdisciplinary relations of pedagogical disciplines and preparation of materials on their spiritual and aesthetic development in a specific thematic area;
- form and satisfy the aesthetic requirements and interests of future teachers in developing pedagogical activities by selecting high-level national-aesthetic values from the rich artistic heritage of the Uzbek people based on national-aesthetic values, which will ensure the emotional-aesthetic, intellectual-creative, professional-active development and enrichment of their spiritual life;
- development of the content of lectures, technologies, laboratory work, practical classes and seminars (using examples of high-level artistic values) on specific topics for the study of the spiritual and aesthetic heritage of the Uzbek people;
- identification of conditions and factors, effective forms, acceptable methods and means of spiritual and aesthetic influence on students in the process of studying the developed criteria for the spiritual and aesthetic development of students. This will improve the spiritual and aesthetic image of the future teacher and improve the quality of training highly qualified personnel.



In conclusion, the problem of spiritual and aesthetic development of future education requires consideration, first of all, on the basis of the methodological positions of the state educational policy on the spirituality and spiritual development of the individual, as well as the research of modern scientists on spirituality and spiritual education. In the spiritual and aesthetic development of future personnel, it is important to methodologically consider the problem of artistic heritage, to determine the socio-pedagogical conditions for training future teachers. In this regard, it is important to consider a number of necessary criteria, concepts and terms, in particular, to formulate such concepts as: “spiritual and aesthetic education”, “spiritual and aesthetic development based on artistic values”, “spiritual and aesthetic “development” of future teachers based on the artistic heritage of the Uzbek people”.

Spiritual and aesthetic development of pedagogical personnel based on national and universal values is a process of long-term social significance. This helps to improve the quality of training of pedagogical personnel, their professional and personal development, and, of course, to implement state educational policy and requirements in this regard. A highly intellectual and spiritually rich teacher of the new generation educates a person with high national-spiritual and universal qualities, comprehensively developed, socially demanded, the guarantee of which is state educational policy.

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