

SYSTEM-TECHNOLOGICAL APPROACH TO SPIRITUAL AND AESTHETIC EDUCATION IN THE STUDY OF PEDAGOGICAL DISCIPLINES

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ABSTRACT

Special attention is paid to the possibility of the spiritual and aesthetic education of the students - the new generation of specialists of pedagogical staff. This is successfully resolved in the process of studying the ethnic and cultural heritage of the Uzbek people with an interdisciplinary approach. Spiritual and aesthetic education of future teachers on high aesthetic values from the national and artistic heritage in the study of pedagogical disciplines is based on the purpose, objectives, main direction, content, pedagogy and criteria of spiritual and aesthetic education of future teachers in this educational process.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Enhancing the role of a socio-cultural factor in the modern educational space requires increased attention to the spiritual and aesthetic education of young students - the new generation of specialists. This is especially necessary for the training of teachers, which is successfully carried out on the national cultural (artistic) heritage of the Uzbek people with an interdisciplinary approach (pedagogical disciplines) in a particular pedagogical system with its constructive and technological components. The processing system of spiritual and aesthetic education of future teachers on the basis of high aesthetic values from the national and artistic heritage in the study of pedagogical disciplines is based on the goal, objectives, main direction, content, pedagogy and criteria of spiritual and aesthetic education of future teachers in this educational process.

The procedural structural and substantive system of this upbringing of future teaching staff includes the following step-by-step and consistent components:

I. Disclosure to students of the social and public importance of spiritual and aesthetic education of the future teacher (in the context of state educational policy). Fixing the awareness of future teachers of the importance of spiritual and aesthetic education with reference to philosophical and pedagogical ideas and judgments of great thinkers of the East, folk pedagogy and methodological and pedagogical works of modern scientists (in the course "History of Pedagogy").

II. Acquisition by students of a system of necessary knowledge, concepts, perceptions and impressions, including on spiritual and aesthetic education of students on highly aesthetic national and artistic values (Uzbek people), highly educational and potential. The formation of spiritual and aesthetic qualities, aspects and abilities of the individual, including those of professional significance. Introduction of future teachers to the system, stages, content, pedagogical technology, methods and techniques of spiritual and aesthetic education in general, and students in particular (in the "Theory of pedagogy" course).

III. Familiarization of future teachers with pedagogical creativity and mastery in the spiritual and aesthetic education of students on national artistic values, including. In spiritual and educational work (at university, school) (in the course of "Pedagogical skills").

IV. Preparation of "spiritual-aesthetic, educational production" (planning, designing, development technology with elements of self-education, its realization (in-group, university, school) at a socially active level. With subsequent self-assessment (in the course "Pedagogical technologies"). This system is based on the following structural and substantive components: motivational; elementary and conceptual; art and aesthetic cognition and perception; professional and cognitive (within educational spiritual and aesthetic limits); technological, pedagogical and organizational management; pedagogical art and skill in professional and spiritual and aesthetic activity; practically creative (with actualization and socialization of intellectual and creative products of personal spiritual and aesthetic and professions).

In such a systematic, structural and content system, the following spiritual and aesthetic products are formed, developed and improved by future teachers:

qualities: positive emotional attitude towards aesthetic, artistic values, national and artistic heritage;

knowledge about national artistic values;

ability: an emotional feeling of high artistic phenomena; their artistic and analytical study, comprehension, understanding, value attitude to them; a creative reflection of the acquired spiritual and aesthetic (artistic) "horizon" in various types of intellectual and creative works;

need: in beauty, its creation, including the work of the teacher, in his behavior, communication; in enriching his spiritual and aesthetic knowledge, improving his spiritual and aesthetic appearance;

orientation in the world of spiritual and aesthetic values, including national and artistic ones;

development - emotional and aesthetic, cognitive, aesthetic, artistic, intellectual and creative, professional and personal, social and communicative. The listed qualities of personality, knowledge, abilities, needs, orientations, developing spheres of personality - are extremely important and necessary in professional and personal activity of future teachers; they condition not only holistic spiritual and aesthetic education and development of students' personality, but also their professional and personal status and authority in the future pedagogical activity.

The technology of spiritual and aesthetic education of future teachers used not only general pedagogical and lecture technology with a system of methods, techniques and methods, but also the technology of cognition - the study of works of artistic creativity from the national and cultural treasure of the people (Uzbek). And other technologies.

In the lecture process, as the main form of organization of spiritual and aesthetic education of future teachers on "eternal values" from the national and artistic heritage of the Uzbek people, the traditional and technological structure of this form of lessons with students was mainly used, but somewhat innovative.

For example, there were some innovations in this form:

the introductory part of the lecture is being improved - its key ideas are being communicated, the content scheme is being reproduced, and students are offered options for assignments for active listening to the lecture material. And so on;

in the process of transferring new material to students, problematic, dialogical, and discussion-based mastering of new knowledge is used - with a set of methods, among which are non-traditional and innovative: "vision" of professional and personal perspective; method of cases (situations), method of example - sample - standard, algorithm; subject-object action;

information-receptive (explanatory-illustrative), reproductive (solving problems based on instructions, memos, algorithms). And others;

methods of comparison, comparison, synthesis, analysis (works of high artistic values);

in fixing the content of the lecture - an interactive personal-oriented approach to the spiritual and aesthetic sphere of the personality of future teachers - issues that require their own opinion, courageous solution of the task, appeal to their spiritual and aesthetic world, "vision" of the prospects of spiritual and aesthetic professional and personal development and improvement;

lecture assignments, intellectual and creative and independent work of students include diverse with original themes (for choice) with an arbitrary preference for the type and form of performance: methodological-pedagogical, historiographical, "art history," art-analytical, theoretical-pedagogical, theoretical-practical and methodical, as well as on the self= analysis - critique - evaluation - on the themes: "I.A. Karimov on spirituality, spiritual education," "National program on training of personnel on high spirituality of the new generation. And others. Different types and forms of tasks and works offered to students. In essence, these are information and cognitive materials in the form of abstracts, essays, reports, lectures, reflections, judgments, "mini-research," methodical development, advisory and pedagogical memos, advice, recommendations, requirements; on self-perception. And others, including work on enriching the vocabulary and concept of "space," its own "archive." (librarian, illustrative, methodical), conducting "Days of the World..." personal impressions or professional judgments. And others.

The practice has shown that such a system-technological and structurally meaningful approach to the spiritual and aesthetic education of future teachers on the national and artistic heritage (of the Uzbek people) in the study of pedagogical disciplines, provides a very positive result in the spiritual and aesthetic education of teachers of the new generation.