

## FORMATION OF AESTHETIC REPRESENTATIONS IN PRESCHOOL CHILDREN

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### ABSTRACT

This article focuses on the formation of aesthetic perceptions in preschool children.

**Keywords:** Preschool education, child, aesthetics, imagination, formation.

### INTRODUCTION

It is known from pedagogical, psychological, physiological research that the main part of children's worldview is formed in their preschool years. Aesthetic perceptions play an important role in the content of the spiritual qualities of the child's worldview. Therefore, the upbringing of children in the family remains an urgent socio-pedagogical problem of society. Therefore, the Constitution of the Republic of Uzbekistan provides for the family as a separate chapter, which stipulates that the family is the basic unit of society, has the right to protection by society and the state (Article 63), and the obligation of parents to raise their children (Article 64). put

Different factors have different effects on the formation of the scientific worldview in children. The family is the most important of these factors. Because the process of formation of imagination and concepts in a child begins in the family, and this period is the most important stage in the formation of worldview in terms of content and scope. Therefore, the pre-school age is a key period in the formation of concepts and perceptions.

The most optimal form of formation of children's aesthetic imagination in the family is the formation of elementary ideas through information about the types of art, knowledge of artistic and aesthetic laws. In order to effectively use the educational value of art in the family, it is necessary to develop the content, methodology, pedagogical conditions of scientifically based, experimentally tested educational activities.

### MATERIALS AND METHODS

There are historical sources about the family and family relations, their role in society, family civilization. There are exemplary proverbs about this in the Holy Qur'an, Hadiths, as well as in sacred sources such as the Avesto. Eastern thinkers in particular have paid special attention to this issue. Abu Nasr Farabi's "City of Noble People", Abu Rayhan Beruni's "Mineralogy", "Geodesy", "India", "Monuments of Past Generations", Abu Ali ibn Sino's "Morality", "Moral Science", "Family Economy", Burhaniddin Marginoni's Hidoya, Alisher Navoi's Hayratul Abror and Mahbulul Qulub, Zahiriddin Muhammad Babur's Boburnoma, Kaykovus' + obusnoma, Abdurauf Fitrat's Oila, Rizouddin ibn Fahriddin's Oila. as a result.

The family, the issue of family relations, also occupies a special place in mystical philosophy. In particular, in the sects of Ahmad Yassavi, Bahovuddin Naqshband, Najmiddin Kubro, the importance of family relations, including parental relations, in the upbringing of children is

emphasized. Valuable ideas about family upbringing are also great. It is also mentioned in the works of the thinkers Imam al-Bukhari and At-Termizi.

In Uzbekistan, the social sciences, including pedagogy and psychology, have always focused on the family and the upbringing of children in the family. In particular, the issues of solving the demographic problems of the family (M. Burieva, O. Otamirzaev, O. Safarov, R. Ubaydullaeva), the culture of family relations and the upbringing of a healthy generation (M. Kholmatova), the psychological aspects of family education (V. Karimova, N. Soginov, E. Shoumarov, E. Goziev) and pedagogical issues (O. Musurmonova, D. Khalikov, M. Inomova, A. Munavvarov) have been extensively studied by our scientists. Also, the views and conclusions of Uzbek writers and teachers (Sh. Zunnunov, M. Ismoil, T. Malik) on family ethics, although not the results of special research, are of particular interest to those involved in family education as a source of significant socio-educational significance.

Various aspects of preschool education have been studied in the researches of L. Muminova, F. Qodirova, R. Qodirova, M. Rasulova, M. Khalilova.

The educational part of the education of the perfect man - the philosophical and methodological problems of aesthetic education of the younger generation are philosophical scientists of the republic (T. Mahmudov, E. Umarov, S. Shermuhammedov, A. Tsoy), as well as foreign researchers (B. T. Likhachev, L. V. Kvyatkovsky, V. A. Razumny, etc.).

In the researches of F. B. Valikhujaeva, Z. Rahimova, D. Sobirova, N. Egamberdieva, one or another problem of aesthetic upbringing of preschool children in Uzbekistan, in general, the issues of aesthetic education S. K. Annamuratova, S. Bulatov, A. Munavvarov, It is reflected in the works of Nurmatov, A. Sulaymonov, S. Fayzullina, R. Hasanov. From the point of view of the study of problems of artistic and aesthetic education of children of preschool age D. H. Alimova, L. V. Vetlugina, E. N. Dimitreva, V. A. Enikeeva, T. G. Kazakova, H. N. Kosimova. The researches of S. Komarova, N. P. Sakulina, V. D. Sich, G. T. Uranova, N. B. Khalezova, E. A. Flerina can serve as a scientific source for research in this area.

## RESULTS AND DISCUSSION

The process of upbringing, including the formation of aesthetic perceptions in children of preschool age, is one of the social phenomena. One of the important aspects that parents should pay special attention to in the family environment is that the child's emotional perception of the environment, the world, including the microenvironment in the family, is one of the determining factors in the formation of aesthetic perceptions.

This process is primarily directly related to the perception of nature, home conditions, objects, events, toys in everyday life. In this process, there is a gradual change in quality, the elements of culture as the object of the aesthetic perception reaction, art, and this is the inner world of the child who perceives art (now the child has his own inner feelings about this or that aesthetic object) and external behavior. -in actions (now the child begins to express his reaction, impressions in words or otherwise). It is art that plays a key role in shaping children's perceptions, including aesthetic perceptions. Therefore, the role of parents in the qualitative improvement of this process in the relationship between parent and child is invaluable.

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