

## DEVELOPMENT OF AESTHETIC CULTURE OF STUDENTS ON THE BASIS OF COLLABORATIVE APPROACH AT EDUCATIONAL HOURS

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### **Abstract**

In this article we will talk about the aesthetic culture of students on the basis of collaborative approach at educational hours

### **Key words**

Aesthetic culture, student, aesthetic knowledge, pedagogical process, pedagogical discipline.

Social researches of recent years have revealed a tendency of decrease in the level of culture, and in particular, aesthetic culture. It turned out that many students have fragmentary knowledge in the artistic and aesthetic sphere, limited general cultural outlook, not formed aesthetic needs and values; motives for participation in cultural and mass work are not developed, aesthetic and cultural interests are poorly expressed. The question arises: where do such students come from? All of them are school graduates, brought up by their parents and teachers. And what kind of parents will they become in the near future, what kind of children will our society get?

According to specialists, there are objective circumstances that explain a number of reasons for such a decline in culture. These are antisocial phenomena: environmental degradation, substance abuse, drug addiction, homelessness, AIDS and many other factors. But we cannot discount the fact that the low level of culture is the result of ill-conceived, unsystematic, inadequate pedagogical impact on the personality, ineffectiveness of techniques and methods underlying aesthetic education, lack of understanding of the essence of the formation of aesthetic culture of the individual.

In our opinion, the aesthetic culture of a student-future teacher is a dynamic integrative personal education, manifested in the formation of a system of aesthetic knowledge, skills and abilities, the ability to apply them in future professional activities. One of the structural components of the student's aesthetic culture is the creative-activity component, which is manifested in the aesthetic activity of

students in and out of higher education, self-realisation in creative activity. Creativity, in turn, is understood as an integral stable characteristic of personality, which determines its ability to creativity, acceptance of the new, non-standard creative thinking, generation of a large number of original and useful ideas.

Compared to other higher education institutions, the Pedagogical University has more opportunities in the development of aesthetic culture of student youth due to a number of reasons:

- significant volume of disciplines of humanitarian and pedagogical cycles in the curriculum;
- availability of special courses on psychological and pedagogical problems;
- compulsory pedagogical practice in educational institutions and children's health camps;
- writing term papers and research papers on psychological and pedagogical disciplines;
- a significant number of hours allocated for controlled independent work.

The formation of students' aesthetic culture in the educational space of a pedagogical university is carried out on the basis of holistic pedagogical impact on the cognitive, emotional-value and creative sphere of a young person. In this case, three levels of pedagogical support of the process of aesthetic development and personality activity are distinguished:

- Intellectual level, oriented mainly on knowledge;
- axiological level, reflecting mainly the values and meanings of aesthetic activity, cultural behaviour of a personality, awareness of social and socio-psychological values of culture;
- creative level, which implies the student's inclusion in active artistic and creative activity.

The conditions ensuring the effectiveness of the process of formation of students' aesthetic culture in the creative environment of a pedagogical university include:

- consideration of individual and personal characteristics of students: motivational sphere of personality, peculiarities of the level of pretensions, activity;
- gradual formation of aesthetic activity of youth through a system of knowledge, skills, abilities, skills on the basis of a combination of various forms of classroom and extracurricular work;
- the focus of the educational process in higher education on the development of students' cultural and creative potential;

- strengthening the theoretical component of aesthetic education in higher education institutions, which ensures the formation of a system of aesthetic knowledge and readiness to master the values of aesthetic culture of society;
- Creation of aesthetic environment in higher education institution, including integrative mastering by students of a set of values of universal and professional pedagogical culture;
- pedagogically appropriate combination of aesthetic education with the expansion of students' experience of artistic, aesthetic and creative activity;
- scientific and methodological support of the process of formation of aesthetic culture of students in higher education institutions;
- availability of trained specialists capable of developing artistic and aesthetic views, skills and abilities of students' active participation in artistic and aesthetic activities, including them in various types of socio-cultural activities.

It should be noted that the pedagogical process of formation of aesthetic culture of personality of a future teacher is carried out directly in both educational and educational extracurricular activities, between which there is a deep connection and interdependence. The higher the quality of education at the university, the more versatile the interests of students, the more actively they participate in the social life of the institution. On the other hand, diverse extracurricular activities are one of the important prerequisites for successful study. By participating in amateur art, sports competitions, clubs, studios, etc., students acquire a stable interest in knowledge, research, science.

Pedagogical disciplines should act as an effective means of forming aesthetic culture of students - future teachers. Aesthetic education, from our point of view, is important to start from the first days, when the student is just adapting to university life.

When students study the technology of collective creative activity of schoolchildren, author's schools, the issues of artistic and aesthetic development of the younger generation, analysing the systems of aesthetic education created within the walls of these schools were emphasised.

Knowledge of the main cultural events of the epoch presupposes the students' ability to operate the acquired knowledge, independently extract it from historical sources, developed ability to analyse and evaluate facts, phenomena, events of cultural life, to reveal cause-and-effect relations between them, as well as to make reasoned judgments. In the experimental work we proceeded from the fact that the theme of aesthetic education passed through the whole course of the history of pedagogy as a cross-cutting theme. It allows not only to deepen and systematise students' ideas about the role and place of aesthetic education in different historical

epochs, but also to acquaint them with a wide palette of views, points of view of the classics of pedagogy on the problem of aesthetic development of the forming personality of the epoch. The seminar classes considered the views of enlighteners and classics of pedagogy on the role and importance of aesthetic education, forms and methods of aesthetic development of personality.

Summarising the above, we note that the aestheticisation of pedagogical disciplines was carried out through:

- 1) emphasis on the problem of aesthetic education in the topics studied;
- 2) organic inclusion in lectures and seminars of additional information of cultural character, expanding the general cultural outlook of students;
- 3) aiming at the formation of practical and creative skills of aesthetic character in students;
- 4) creation of aesthetic background, introduction of elements of aesthetics at each lesson;
- 5) qualitative transformation of students' learning and cognitive activity, fulfilment of creative tasks.

**Conclusion:** All this is irrefutable evidence that pedagogical disciplines are an effective means of forming aesthetic culture of students - future teachers.

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