

**THEORETICAL-METHODOLOGICAL FOUNDATIONS
OF MORAL-AESTHETIC EDUCATION**

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Annotation: This article presents the essence of moral and aesthetic education, its structural elements, as well as the principles that should be relied upon in its implementation. It is also based on the fact that the formation of moral and aesthetic culture is a process aimed at developing the abilities of a person who fully perceives and correctly understands beauty in life and art. Of particular relevance is the education and training of the younger generation on the basis of world culture, national and cultural universal values, increasing the level of spiritual rebirth of a person, his worldview potential. One of the important factors that effectively influences human development and increases his culture is labor education in connection with moral and aesthetic education.

Key words: aesthetic culture, artistic and aesthetic development, aesthetic education, aesthetic taste, morality, education, person, children, knowledge, consequences. aesthetic curiosity, aesthetic literacy, aesthetic interest, aesthetic consciousness, aesthetic reasoning, aesthetic taste.

Introduction. The role of education in the development of society is incomparable. It is necessary to educate a person, encourage him to learn, work, and gradually transform his behavior into skills and form basic competencies. Today, the modern model of education leads to the formation of a free-thinking personality in society. It provides an opportunity to educate people with real goals and will. Education and personnel training are constantly developing and updating based on the requirements of the times. The training of qualified specialists who can demonstrate themselves in all aspects of social life in conditions of continuous education is a priority task. State educational standards have been revised based on the modern educational model. The improved state educational standards provide for the formation of general competencies in basic and subject areas of students. Aesthetic education is a very broad concept, which includes the upbringing of an aesthetic attitude to nature, labor, social life, life and art. Aesthetic education, in turn, is an important and necessary part of education that children should be given. It is also inextricably linked with moral education.

Aesthetic education not only introduces children to the beauty of art and life, but also develops their sense of perception, as well as their imagination and fantasy.

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Introducing children to beauty helps them to correctly understand life events, to form noble feelings and aspirations. By educating children to perceive beauty, they develop such qualities as the ability to feel the experiences of other people, to share their joys, and to share their sorrows.

Aesthetic development is a process that requires effort in the formation and improvement of a person's aesthetic consciousness, attitude, and aesthetic activity. The aesthetic development of a person occurs as a result of the creative assimilation of socio-historical and aesthetic experience.

This is carried out through various ways and forms. Education and upbringing aimed at a specific goal play a decisive role in the aesthetic development of a person.

Aesthetic need is a subjective factor that encourages a person to aesthetic perception of existence, artistic activity in its various manifestations. Aesthetic need encourages a deeper study of the laws of development of the science of beauty.

Aesthetic curiosity directs a person to aesthetic perception of works of art, the surrounding world and to aesthetic activity. Aesthetic interest creates an aesthetic need. The current demands, in our society, in the upbringing of a harmonious generation, spiritual individuals, mainly general secondary schools have important and urgent tasks. The pedagogical team, along with educating young people, is responsible for the formation of all types of upbringing in them. When teaching students in school classes, in class and extracurricular activities, teachers and educators should provide knowledge and skills related to subjects in accordance with aesthetic, moral, spiritual and ecological upbringing.

The content of aesthetic education. Aesthetic education is also used as "artistic education". Aesthetic education has a broad meaning and includes pedagogical activities aimed at experiencing beauty not only through art, but also through life, work, social relations, and nature. Because people have the ability to perceive beauty, they experience emotions such as excitement, sadness, anger, joy, and pleasure. In addition, a person is filled with delight when he perceives an image created with high artistic skill or a beautiful phenomenon in nature or life. Mastering the concepts of aesthetics, distinguishing a wonderful work of art from a shallow, low-level work, helps to firmly insist on and defend the correctness of one's own opinions. Aesthetic taste is, by its nature, a psychological phenomenon inherent in the individual. However, since a person is an active participant in social relations, he can thoroughly master the criteria for evaluating beauty. Aesthetic taste is a person's type of attitude towards an object or phenomenon, a measure of objective sophistication, and expresses a subjective approach to assessing beauty, ugliness, and baseness. Thus, aesthetic education in the organization of aesthetic education among schoolchildren is a pedagogical process aimed at teaching students to understand, perceive and correctly understand the beauties of reality, nature, social and labor relations, life, instilling a love of beauty, cultivating their artistic taste, and cultivating their ability to create beauty. Main tasks

1. Giving students aesthetic knowledge.
2. Forming aesthetic concepts in them.
3. Forming aesthetic feelings, aesthetic consciousness, aesthetic taste and aesthetic culture in students.

Aesthetic education helps to form a sense of beauty in a person. A person always strives to build his life on the basis of beauty. Aesthetic education is closely related to moral, intellectual, legal, ecological, physical and labor education. Love for nature, literature, theater, music, poetry, fine arts, etc. serves the comprehensive development of a person. Aesthetic education is of great importance in the effective organization of moral education. In enjoying aesthetics, not only works of art, but also noble deeds, respect for the team, loyalty, conscientious work play an important role. Aesthetic knowledge is formed on the basis of organizing competitions, quizzes, holidays, exhibitions, etc. Students demonstrate their abilities in various artistic and creative activities. Aesthetic education is a long-term process consisting of the formation and improvement of a person's aesthetic consciousness, attitudes and aesthetic activity, and this

process has different stages and levels determined by age and social factors. Aesthetic education is aimed at the acquisition of aesthetic culture by the individual and is carried out using various forms and methods. There are concepts of aesthetic culture of society and individual individuals. The aesthetic culture of society is understood as the content of material and spiritual values accumulated throughout the history of human development.

The aesthetic culture of the student's personality is formed as a result of his active, creative assimilation of the cultural heritage of society. The aesthetic culture of a person is constantly changing as a result of the interaction of a person with beauty, as well as the interaction of certain qualities of the person.

Aesthetic education is closely related to moral, labor and physical education. The interrelationship of aesthetic and moral education is that a person's joy from perceiving beauty is similar to his joy from doing good to other people. On the contrary, the inability to see beauty, not enjoying it, leads to doing bad things. The educational power of art is that it forces a person to perceive events and phenomena in life deeply, with emotion.

Aesthetic education is closely related to labor education. Labor activity brings joy to children, they feel that their strength and capabilities are growing, doing something useful, creating something necessary. Maintaining cleanliness in classrooms at school, especially in technology classes, proper organization of work spaces, proper selection of equipment, attention to the aesthetic design and quality of the product being made, organization of a nature corner, exhibitions of students' creative works, and updating the excellent student board system are also important.

If a person is aesthetically educated, he can see beauty in any difficult task and do it well. There is a strong connection between aesthetic and physical education.

Research by many educators and psychologists has revealed the specific nature of children's creative activities, feelings, aesthetic imagination, and how aesthetic imagination and feelings develop in them. These studies have led to the conclusion that the development of aesthetic imagination and feelings in children should be combined with the development of their creative abilities.

Aesthetic education also serves to establish universal and national values. Because education sets as its goal and task the influence on human consciousness, feelings, imagination, beliefs, worldview, behavior, and behavior.

Aesthetic education also acts as a component of this general goal and task, representing a significant phenomenon from a historical and social point of view. It is worth noting that in the ancient world, the goal of education in general was expressed on an aesthetic basis. For example, in the ancient Greeks, the goal of aesthetic education was aimed at the comprehensive development of citizens, at establishing the harmony of "spirit and body". Despite the different aspects of the aesthetic education system in the teachings of such great thinkers as Plato and Aristotle, there is also a commonality, which served to establish a single aesthetic dream, to form a single moral behavior and civic virtues.[5]

Aesthetic education, first of all, has a great influence on the formation of people's aesthetic tastes. Personality is manifested through its aesthetic taste. Aesthetic education focuses on the formation of the aesthetic needs of the individual, unifies, harmonizes and creates conditions for the harmonious functioning of various complex needs. The role of aesthetic education in the formation of the culture of human needs is also incomparable, because the culture of human

needs requires the presence of a certain sense of criteria, and this sense of criteria requires the proportional combination of personal needs with the needs of society. Achieving maturity in this sense of criteria is one of the most important tasks of aesthetic education.[7]

Aesthetic education and development of adolescents is carried out using the aesthetic education system. The common denominator of aesthetic education and art education is that adults and children constantly interact with aesthetic phenomena in spiritual life, in everyday work, in communication with art and nature, in life and in interpersonal relationships. In this process, their beauty and ugliness, tragic and comic aspects are manifested. From this it becomes clear that without aesthetic literacy, ideals, aesthetic development and artistic education, without the ability to bring the product to aesthetic perfection in work, the all-round development of the individual is impossible. The system of organizing aesthetic education is also based on the principle of an integrated approach to all educational work. The aesthetic education system is based on the principle of the interconnection of all artistic and aesthetic activities of students with life, the practical development of society, the process of forming their worldview and morality. The democratization of society is a source of beauty and morality. The influence of aesthetic education on moral education is that the world of refinement operates in a state of being inseparable from goodness and kindness, and impartiality. The basis for the integration of aesthetic education with labor education is that the labor process finds its expression in the transformation of the natural need of the individual. Thus, artistic and aesthetic education means the formation of an aesthetically developed and creatively active individual.

Moral education is an important component of the comprehensive development of the personality. It is a process aimed at instilling moral ideas and knowledge in children, cultivating in them moral feelings and qualities of the person, positive attitudes and a culture of behavior. In the process of moral education, the child reaches moral maturity. In the process of developing moral ideas, first of all, they begin to consciously understand their relationships with others, and moral lessons develop in their relationships with peers and adults. The customs, lifestyle, educational and cultural traditions of the Uzbek people date back to the distant centuries of the Mazi. People of our current and future generations should know the Uzbek national spirituality well and adhere to it. Only then will society be full, prosperous, and people will live a peaceful and cultural life

The task and content of moral education of children involves the upbringing and development of the child's spiritual world, his consciousness, moral feelings, personal qualities and behavior. The tasks of moral education are mainly as follows:

- To educate moral feelings, imagination and actions in children;
- To educate a culture of behavior and positive attitudes;
- To educate moral feelings in a person;
- To eliminate negative feelings in behavior.

First of all, we note that the moral education of children of preschool age is a broad concept, which includes all methods of education that teach a child moral values. But even before this, the child, gradually increasing the level of upbringing, becomes part of a certain social environment, begins to learn to interact with other people and self-educate. Therefore, the moral education of younger preschool children is also important, which we will also talk about, because it is during this period that serious changes in personality occur.

Since ancient times, philosophers, scientists, parents, writers and teachers have been interested in the issue of moral education of the future generation. Let's not hide the fact that each older generation celebrates the decline of the younger generation. New and more recommendations are constantly being developed, the purpose of which is to raise the level of morality. It is important to use various methods and techniques in moral education of children. Methods of moral education are activities aimed at acquiring moral ideas and knowledge in children, cultivating in them cultural behavior and positive attitudes, moral feelings and qualities of the individual. Methods of moral education are divided into such types as methods aimed at forming moral consciousness, that is, moral ideas and knowledge, the desire to fulfill them, methods aimed at forming cultural behavior and positive attitudes, auxiliary methods aimed at stimulating moral feelings and attitudes. [3]

There are also two-sided methods of moral education - self-education: persuasion and self-persuasion (intellectual sphere), encouragement and motivation (motivational sphere), suggestion and self-hypnosis (emotional sphere), demands and exercises (volitional sphere), correction and self-correction (self-regulation sphere), upbringing situations and social tests (subject-practical sphere), dilemma method and reflection (existential sphere). These methods are considered the most effective in our time in the process of moral education. No matter how good the methods are, they give effective results only under certain conditions. We must not forget that any method should be humane, not discriminate against the child, not violate his rights. The method should be realistic, feasible, it requires a logical conclusion. The conditions and means for applying the method must be prepared in advance. The method should not be applied to all children and in any situation in the same way. Teaching methods should be used with tact. The child should not feel that he is being disciplined. When choosing methods, it is necessary to take into account the level of complexity of the quality being formed. When designing and choosing methods, it is important to foresee the possible results of their impact on a particular child. The use of moral education methods requires patience and tolerance. When it comes to a preschool child, you cannot count on an immediate and permanent result. It is necessary to repeat the methods already used and choose new ones, understanding that the result will not be achieved immediately, and perhaps not in the form or quality that we planned. In the moral education of preschool children, practical methods related to teaching a child how to act should prevail. If you rely only on the mind, understanding the importance of positive behavior and not teaching methods of such behavior, there will be no result. Methods are used not separately, but in combination and interconnected. The basis for choosing methods that can and should be used together is the leading educational task and the age of the children. In pedagogical literature, the concept of a form of education is defined as a way of organizing the educational process.

Thus, in order for children to acquire moral ideas and concepts and turn them into daily habits, it is necessary to organize active activity of children under the guidance of adults. The educator uses all means and methods to educate moral feelings in the child, because only then can he teach good behavior. In conclusion, the formation of aesthetic culture is a process aimed at developing the abilities of a person who fully perceives and correctly understands the beauty in existence and art, which reflects a system of artistic experiences, views and beliefs, provides enjoyment of true aesthetic values. At the same time, it educates adolescents to recognize the elements of beauty in all aspects of life, to strive to combat ugliness and bad taste.

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