



A Systematic Approach to Developing Interest in Nature Aesthetics in Students

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Abstract: In this article, a systematic approach to the development of students' interest in the aesthetics of nature, in the development of the aesthetic education of primary school students, the main goal of organizing natural science lessons is to efficiently organize students' free time from lessons and lessons, their mental, labor and information is given about the development of creative activity, the determination of social adaptation.

Keywords: Nature conservation, natural beauty, pedagogical system, aesthetic education, living nature, emotional - knowledge, ecology, natural - aesthetic and ecological topics, visual material, natural aesthetics.

In the development of aesthetic education of elementary school students, the main goal of organizing natural science classes is to effectively organize students' free time, develop their intellectual, work and creative activities, determine social adaptation and learn the basics of science independently. is to create an opportunity for their development. It mainly includes:

- opportunities to form interests in interaction with spiritual and moral attitude;
- targeted instructions, directions, practical problem solving tasks;
- pedagogical approach to practical problem solving;
- club program and requirements for their organization;
- a description of the formation model of a person's attitude to the aesthetics of nature, ecology and the spiritual and moral attitude of students, its structural and substantive basis, stages;
- the content of the material on the aesthetics of nature, which forms interest in young people;
- leading and managing the educational process;
- optimal forms, methods, means and conditions;
- general pedagogical requirements and specific methodological conditions optimizing the researched process;
- training requirements, optimal and effective methods offered to students;
- orientation of students to emotional cognition, creative and work activities in the field of nature;
- ways to develop and improve this process;
- requirements for the content of conversations on natural - aesthetic and ecological topics;
- requirements for the selection of exhibition material, works of art related to the theme of natural aesthetics;
- requirements for the head of a club organized on the topic of nature aesthetics;
- requirements for material and technical support of training;

- Methodical recommendations on the development and improvement of students' interest in the aesthetics of nature.

Pedagogical principles related to the researched material and educational processes: scientificity consists of consistency, integrity, systematicity, gradualism, demonstration, consciousness, activity. However, modern life is also based on the requirements of developmental education - upbringing, the ability to see the results of the perspective, the complexity and coordination of the load, the valuable directional principle, which is related to the problems of creative teaching and educational material, set by the school and society.

The basic pedagogical guidelines for the optimal solution of aesthetic education in elementary school natural science classes are as follows:

- the main factors of forming aesthetic, ecological and spiritual culture in students;
- to teach students to look at the aesthetics of nature in a new way based on ecological conditions, to fully understand its beauty, and through this to understand the harmonious development of the whole natural world, interpreted by the proportion of all things in nature;
- formation of students' general or specific interest in nature, aesthetics and ecology;
- directing students to use acquired knowledge, skills and abilities related to the aesthetics of nature;
- introducing young people to the world of beauty;
- satisfying the interests and needs of students in the field of natural aesthetics;
- level of assimilation of the ways and methods of acquiring knowledge on the aesthetics of nature;
- consideration of all aspects of students' interest in the aesthetics of nature and its ecology in terms of the qualitative formation of the personality;
- in the specific order of the tasks, to consider the causal, emotional knowledge-forming, intellectual-creative, analytical-valuable, pictorial-creative, structural-logical components of the process, such as active activity and labor;
- to contribute to the comprehensive development of a person, to increase his general aesthetic culture;
- implementing an interdisciplinary approach to solving problems;
- use of acquired knowledge, skills and competences as means of activation of interest.

The offered club has a wide range of opportunities to develop students' interest in the aesthetics of nature. In each section of the program, in each lesson, new and specific material is provided for the formation of this interest in students, to search for new approaches to solving the given problem.

Purpose: to form students' interest in nature, its phenomena, objects, types.

The main direction is to direct students to the aesthetics of nature, ecology and its interaction with a spiritual and ethical approach.

Task:

In the student:

- to be aware of the aesthetics of nature and its history based on emotional knowledge and understanding;
- communicating with living nature and attracting visual art - landscape, animalistic genre, still life, other visual and communication tools;
- formation of interest in the aesthetics of nature through the use of work done in the way of natural beauty flourishing as an imperative.

- Important theoretical directions of the researched process:
- the social-pedagogical nature of the educational process;
- education is a development unit of education; rounding them up in order to solve the problem in a practical way;
- the scientific-practical direction of the problem;
- active emotional cognitive activity of young people;
- free choice of favorable natural phenomena, types and objects, understanding their aesthetic and ecological functions;
- the systematicity of the process, the stabilization of students' interests, - the targeted direction of enrichment and improvement;
- an individual approach to them.
- requirements for the content of the program of the club on the aesthetics of nature;

Scientific and methodological level;

Education of students in the spirit of aesthetic value;

Studying nature as an aesthetic value that depends on a person in many ways;

Aesthetic education;

Spiritual - moral education;

Formation of interest in the aesthetics of nature in interaction with ecology and a spiritual and moral attitude to it;

Aesthetic-ecological education of young people;

Aesthetic perception of nature, formation of creative reflection of it in various conditions, situations, interaction and connection with the person;

Directing young people to independent study of aesthetic and ecological knowledge, aesthetic, promotional activities and useful work for the benefit of nature.

The structural — logical and content structure of the pedagogical system (model):

- causal social — personally oriented emotional — psychological readiness of teenagers that activates the action of choosing interest;
- special educational and developmental factors that help determine and understand one's interest in nature, its aesthetics and ecology;
- an intellectual-creative direction, which includes the methods of independent acquisition of knowledge, where an aesthetic analytical approach to one or another object of interest is a priority;
- dialogue on the topics of nature aesthetics and ecology;
- spread participation in school activities with active and socially useful, nature, its aesthetics and ecology, norms and rules, lessons on behavior in nature, knowledge "package", competence and skills arsenal;
- Self-adjustment in relation to the aesthetics of nature, final aesthetic work.

The following are characteristic for research stages:

At the 1st stage: students are prepared for the future interest, its content, the social and personal significance of this interest, with emotional curiosity activity.

At the 2nd stage: they acquire new knowledge about the aesthetics and ecology of nature, the interrelationship of the aesthetics of nature with ecology, they become familiar with the problem of the

spiritual and moral attitude of a person to nature and its beauty, live in the bosom of nature they get acquainted with the norms and rules of behavior, they get used to choosing "their interest".

In the 3rd stage: "own interest" is selected, the practice of communicating with nature, its aesthetics in interaction with ecology is mastered. Special attention is paid to the object of interest.

In this process, the acquired aesthetic knowledge and impressions of ecology in any type of activity, first of all discovery, creative reflection became a natural need, independent mastering of the aesthetics of nature, including nature, its beauty, interaction with ecology and human tasks were given on the cultural attitude towards nature.

In the 4th stage: opportunities to apply knowledge, skills and abilities acquired by students to life and social activities were implemented, with peers on aesthetic and ecological topics, attitude to nature, nature conservation activities, contributions to the flourishing of nature. Guided and independent communication about their contribution takes place.

Pupils are engaged in aesthetic knowledge and promotion of nature, its ecology, norms of interaction with animals in the lap of nature. They participate in all school events with their work - lectures, creative works, quizzes, rebuses, artistic amateur performances.

In this chapter of the research, the pedagogical principles that form students' interest in the aesthetics of nature were identified: scientificity, consistency, integrity, systematicity, gradualism, demonstration, consciousness, activity. In the course of research, a club program was created on the topic of "nature aesthetics", a program of special events was developed and put into practice.

In elementary grades: "beauty of nature", "I love flowers", "do not pick a flower", "birds are our friends", "save the world friends" "picture exhibition", " role-playing didactic games on the topic of "natural ecology".

At the school level: visual contests "young naturalists" circle, "nature and man", "nature - yesterday, today, tomorrow" "yesterday", "I love nature", wall newspaper, "nature and me", " the environment is the world and the artist", "festival of flowers", "tulip field", "festival of birds", "journey to the world", "gifts of nature", discussions "beauty preserves the world", "man is a child of nature", "in a drop of water the spark of life."

The analysis of the results of the researched problem shows that the main components of aesthetic interest in students develop within the framework of a scientifically based pedagogical system built on a motivational, formative and developmental, communicative and social-active, as well as a structural and meaningful basis for independent education.

It is a necessary element to work in the classroom, in the school, to create green and lively corners for the benefit of nature, to grow them, to take care of pets.

The activities of young people on nature conservation will be accelerated, and periodic reports will be made about it.

Each stage provides interesting material and unusual tasks:

- perception of the most beautiful thing in nature, meeting with the most interesting phenomenon in the world;
- search and development of various interesting materials about nature by students;
- labyrinths, rebuses, quizzes are among them;
- written works - writing riddles, riddles, predictions, fairy tales, poems, stories.

The study confirmed that the optimal methods of the educational process are as follows:

- motivation of students;
- norms of students' workloads, taking into account the psychological and pedagogical capabilities of students;
- optimality of tasks, content, form, styles and methods;
- novelty of teaching aesthetic-ecological information;
- high educational level of training based on interdisciplinarity;
- differential, young and individual approach;
- using the stratification method;
- control and self-control;
- to analyze the results from the point of view of certain criteria.

Knowledge, as well as the necessary skills and competencies in a practical direction, are tried to be understood and effective.

Taking into account the requirements for the knowledge, skills and abilities of primary school students, the program meets the content of the lessons, activates the interest of students in aesthetic education and ecology, with a high emotional load, a great opportunity for learning and aesthetic content. Distinctive materials that affect students' interests and needs in nature, its aesthetics and ecology have been included:

Interviews, stories, information, messages or bright and interesting facts from the life of nature, works of art, radio broadcasts and TV shows on nature topics, various tasks of cognitive and intellectual-creative nature, independent education and improvement of one's interest, social-useful participation in work, school events dedicated to nature are important factors in developing students' interest in natural aesthetics, and they have a special effect on the student's personality and aesthetic culture with their aesthetic potential.

Leading and managing the process of developing students' interest in the aesthetics of nature, in interaction with ecological education, consists of the following:

- to provide students with a wide range of activity in choosing and defining their interests, in the content of these interests, emotional — emotional, valuable — direction, theoretical — practical, intellectual — creative, aesthetic-analytical, aesthetic — environmental, creative-reflective, to achieve priority of practical and active aspects;
- to strengthen and improve the chosen interest until it reaches stability, rises to the level of need;
- to provide students with conditions for enriching and improving their interests, raising students to the level of being able to actively communicate about their interests, promoting nature, its aesthetics and ecology;
- to observe how interest in the aesthetics of nature, in interaction with environmental education, affects the aesthetic culture and ecological imagination of students.
- Pedagogical requirements for classes:
 - formation of students' interest in the aesthetics of nature, environmental education and its interrelationship with the spiritual and moral attitude of the contemporaries;
 - to create conditions for students to understand the social and personal connection of this interest;
 - directing students within a wide selection of their interests and encouraging their activity;
 - to teach students the interrelationship of nature aesthetics, ecological education and the spiritual and moral relations of man to the beauty of nature in the examples of mother nature, local ecological problems, contemporary attitude to nature;

- increased emotional awareness, aesthetic, creative, spiritual possibility of training;
- formation of this interest in students in a holistic system and in each lesson;
- orientation to the content of the circle program, historical, theoretical - aesthetic, ecological, generalized and popular human attitude to nature about nature, its aesthetics and ecology, using materials of an interesting didactic nature;
- optimal: search for forms, methods, styles;
- extensive use of visual (demonstration) tools;
- perception of living nature, giving special importance to observing ecological situations in it;
- paying great attention to the perception of nature: observation and understanding; to analyze aesthetic qualities and characteristics (their environmental conditions and human dependence), to be responsible for the fate of a natural phenomenon, to give it an artistic-aesthetic perception or to actively participate in its fate;
- to improve students' acquired knowledge, skills and abilities, to direct their interests to be effective in life.

The problem of interest in the aesthetics of nature was not included in the previous plans in the circle classes, because each of these classes had its own goals and tasks. However, several conversations were devoted to this interest, and its formation was embedded in the structural-content basis of almost all classes and had a specific place.

Lessons should include non-standard, unique, dynamic, interesting, and game elements, students are very active, "see" their improvement, progress, enrichment, all assignments, first of all It was tried to understand the meaning and significance of tasks of aesthetic status, to choose them according to their interests and abilities.

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