

**THEME: SPECIFIC CHARACTERISTICS IN THE AESTHETIC  
DEVELOPMENT OF PRE-SCHOOL CHILDREN**

**Xojimirzayeva Shaxnoza Shokir qizi**

*Teacher of "Department of Preschool-Primary Education and Physical Education" of The University  
of Business and Science*

**Annotatsiya:** Maqolada maktabgacha ta'lim yoshidagi bolalarning estetik did rivojlanishidagi o'ziga xos xususiyatlar o'rganilgan. Maktabgacha yoshdagi bolalarda estetik tarbiya axloqiy, aqliy, mehnat tarbiyasi bilan chambarchas bog'liqdir. Bilamizki, go'zallik kishini oliyjanob qiladi, uning yuksak didli, yaxshi inson bo'lishiga xizmat qiladi. Go'zallik bilan uyg'unlashuv kishida estetik his va ruhiy poklikka undaydi.

**Kalit so'zlar:** estetik did, estetik idrok, she'r, estetik hissiyot, qiziqish, estetik ehtiyoj, estetik did, mulohaza, ijodiy mahorat.

**Abstract:** The article examines the specific features of the development of aesthetic taste of children of preschool age. Aesthetic education in preschool children is closely related to moral, intellectual and labor education. We know that beauty makes a person noble, makes him a good person with high taste. Harmony with beauty encourages aesthetic feeling and spiritual purity in a person.

**Key words:** aesthetic taste, aesthetic perception, poetry, aesthetic feeling, interest, aesthetic need, aesthetic taste, reflection, creative skill.

**Аннотация:** В статье рассматриваются особенности развития эстетического вкуса детей дошкольного возраста. Эстетическое воспитание детей дошкольного возраста тесно связано с нравственным, интеллектуальным и трудовым воспитанием. Мы знаем, что красота делает человека благородным, делает его хорошим человеком с высоким вкусом. Гармония с красотой воспитывает в человеке эстетическое чувство и духовную чистоту.

**Ключевые слова:** эстетический вкус, эстетическое восприятие, поэзия, эстетическое чувство, интерес, эстетическая потребность, эстетический вкус, рефлексия, творческое мастерство.

Aesthetic education is a broad concept, which includes education of aesthetic attitude to nature, labor, social life, life and art. Aesthetic education, in turn, is a part of comprehensive education of children. It is inextricably linked with moral education. Acquainting with the beauty of art and life not only educates the child's mind and feelings, but also develops his imagination and fantasy. By educating the perception of beauty in children, they develop such features as being able to feel the experiences of other people: sharing their joys and sorrows together. Along with the concept of "aesthetic education" there is also the concept of "artistic education". Artistic education is education through works of art. The connection between 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, not being able to see beauty and not being able to enjoy it leads to doing bad



things. This type of education is also related to labor education. Labor activity makes children happy, they feel that their capabilities are growing while doing something useful.

Aesthetic development of children is closely related to their daily life. Even when referring to children of the first age, it is necessary to think not about their aesthetic education, but about their emotional and sensorial development. The child will be happy with the shiny paint, enjoy the rhythmic sounds and movements. In the first year of a child's life, his sensory receptivity improves. In this, the influence of adults occupies a special place. Open-faced conversations of adults help the child to have a positive attitude towards the properties of objects. And on the contrary, the warning voice of adults, the sign of joy on their faces or their frowns, jerks, etc., form a negative attitude in children to this item or its quality. In the second year of a child's life, his perception gradually improves. The child begins to perceive not only the features of existence, but also some aesthetic means of expression in works of art. In children of this age, there is a reaction to the happy and sad music of their loud and quiet tone, soft and fast. The process of perception of beauty in children of the middle group is clearly expressed, effective, and active. This is especially evident when they watch puppet shows, movies, cartoons, and theaters. From this age, children compare familiar works of art with new works and make some conclusions.

The tasks of aesthetic education are determined based on the general goal of education, taking into account the child's age capabilities:

1. To teach children to understand and love the beauty in life, to see the beauty that is understandable to children in nature, in marriage, in creative work, in social life, in the behavior of others, to educate them in aesthetic sense, aesthetic taste, aesthetic attitude, to educate the desire to actively participate in creating beauty in life as long as they can.

2. By teaching children to see, understand and love works of art created in different genres of artistic creativity (art work, music, song, dance, painting), forming aesthetic consciousness in them; to be able to distinguish the beautiful from the ugly, sadness from joy; introducing sensory standards such as being able to distinguish colors, shapes, and sounds from each other.

3. To teach children to be more active in various fields of art: singing, playing, reading, retelling, creative activities, to show themselves. Through these, children's artistic creativity, imagination, spatial and color relationships, visual memory, and the ability to move hands quickly are developed.

Means of aesthetic education include:

- environment surrounding children, aesthetics of life;
- impressions from the surroundings;
- nature, works of art;
- visual activities of children;
- holidays, entertainment events;
- targeted and planned education;
- targeted and planned education.

The environment of beauty that surrounds the preschool educational organization helps children to develop in all aspects and to develop their aesthetic taste.



Aesthetic features of a person are not innate, but they develop from an early age in the context of social environment and active pedagogical guidance. In the process of aesthetic development, children's aesthetic perception, imagination, concepts, opinions, interests, feelings, artistic and creative abilities are formed. The aesthetic development of children is closely related to their daily active life. When referring to children of the first age, it is necessary to think not about their aesthetic education, but about their emotional and sensorial development. The child will be happy with the shiny paint, enjoy the rhythmic sounds and movements. In the first year of a child's life, their sensory receptivity improves. Adults play an important role in the formation of emotional experiences in a child of this age. Adults talking in an enthusiastic tone with an open face helps the child to have a positive attitude towards one or another of the properties of objects. And, on the contrary, the warning voice of adults, their sensitive facial expressions or frowns, jerks, shakes, etc., form a negative attitude in children to this item or its quality. In the second year of a child's life, his perception gradually improves. Children begin to perceive not only the features of existence, but also some means of aesthetic expression in works of art.

Children of this age develop a response to happy and sad music, their loud and quiet tone, soft and fast, etc. Important changes occur in the development of children's aesthetic perception when they reach the middle age. Their aesthetic perception becomes more clear and differentiated. But still, it will be short and will depend on the personal experience and interest of the child. Children of this age can make the simplest aesthetic assessment of an artistic image, correctly understand some aesthetic tools, and understand the essence of the image. The process of perception of beauty in children is clearly defined, effective, and active. This is especially evident when they watch puppet theater, movies, cartoons, and TV shows. Children easily participate in the actions of the heroes of the play, tell them how to behave in certain situations, and feel as if they are playing with them. Children of this age compare familiar works of art with new works and draw some conclusions. Children begin to distinguish poetry from prose, some genres of artistic work, visual activity and the same types of music (a fairy tale from a story, a march from a dance, an allan from a game, etc.). At the end of a large group, they listen carefully to music, works of art, carefully observe works of visual art, rejoice in the actions of positive characters in them, condemn evil. The child develops the ability to listen to music and poetry. They develop a steady interest in certain genres of music, literary and visual arts. Children begin to develop artistic creativity, they independently weave riddles, songs, fairy tales, poems, make appliqués and paintings. Now they become the ones who evaluate their own work and that of their comrades. They can see and feel the subtlest aspects of the works of art they are watching, the music they are listening to, and the poems they are reading. They remember some poetic images from works of art and use them in their speech. They begin to develop an interest in the surrounding beauty, art, and various types of artistic and play activities. Thus, the period of pre-school education is the improvement of aesthetic development based on the goals of educating children in the aesthetic spirit and its role in the formation of the child's personality through educational influence. The tasks of aesthetic education are determined based on the general goals of education and depending on the children's age capabilities. Solving the tasks of aesthetic education is inextricably linked with the formation of such qualities as initiative in children, foreknowledge of certain results, striving for them, and



the ability to dream. The content of aesthetic education includes the education of knowledge, skills and skills, aesthetic feelings, interest, aesthetic needs, aesthetic taste and opinions, which are realized through the aesthetic activity of the child.

These are carried out in the following ways: education of aesthetic attitude towards the surrounding existence by introducing social and natural events in the game, labor process, household activities; providing aesthetic education through works of art (artistic education).

In order to develop the thinking ability of children, it is ensured that the imagination is directed to a certain goal in all types of artistic ability. Children are taught to set creative goals.

Children's independent creative activities are carried out during holidays, entertainment parties, excursions and walks, various games. It is necessary for the teacher to create the necessary conditions for the children to show their artistic and creative skills and abilities easily and freely. The educator should approach the independent activities of the children individually. Through this, he learns the unique abilities and possibilities of children. Among children, the passion for singing, drawing, and music awakens very early. But this does not give the right to determine what kind of specialist the child will be in the future. But educators and parents should pay attention to children's interests. They can see the first buds of talent in music, painting, construction and other fields while carefully observing the child. The formation of abilities in a child depends on adults carefully nurturing these buds and guiding them correctly.

#### REFERENCES:

1. Hasanboyeva O., Tadjieva M., Toshpulatova Sh. and others. Pedagogy of preschool education. T.: Ilm-Ziya, 2012
2. F. Kadirova, Sh. Toshpolatova, N. Kambarova. Preschool pedagogy. T: «Fan va texnologiyalar», 2010.
7. Sh. Shodmonova. Maktabgacha pedagogika. T., «Fan va texnologiyalar», 2005.

Estetik tarbiya keng ma'noli tushuncha bo'lib, unga tabiat, mehnat, ijtimoiy hayot, turmush va san'atga estetik munosabatni tarbiyalash kiradi. Estetik tarbiya o'z navbatida bolalarga har tomonlama tarbiya berishning bir qismi hisoblanadi. U, ayniqsa, axloqiy tarbiya bilan uzviy bog'liq. San'at va hayot go'zalligi bilan tanishtirib borish bolaning aqlini, hissini tarbiyalab qolmay, shu bilan bir qatorda uning xayol va fantaziyasini ham rivojlantiradi. Bolalarda go'zallikni idrok etishni tarbiyalash orqali ularda boshqa kishilarning kechinmalarini his eta bilish: xursandchiliklariga sherik bo'lish, qayg'usini birga baham ko'rish kabi xususiyatlar tarkib toptiriladi. «Estetik tarbiya» tushunchasi bilan bir qatorda «badiiy tarbiya» tushunchasi ham mavjud. Badiiy tarbiya san'at asarlari orqali tarbiyalashdir. Estetik va axloqiy tarbiyaning o'zaro bog'liqligi shundaki, kishining go'zallikni idrok etishdan quvonishi uning boshqa kishilarga yaxshilik qilganidan xursand bo'lishiga o'xshab ketadi. Aksincha, go'zallikni ko'ra bilmaslik, undan zavqlana olmaslik yomon ishlarni qilishga olib keladi. Tarbiyaning bu turi mehnat tarbiyasi bilan ham bog'liq.



Mehnat faoliyati bolalarni quvontiradi, ular biror-bir foydali ishni bajarayotib, o'zlarining imkoniyatlari o'sib borayotganligini sezadilar.

Bolalarning estetik rivojlanishi ularning kundalik hayoti bilan chambarchas bog'liq. Ilk yoshdagi bolalarni nazarda tutganda ham ularning estetik tarbiyasi to'g'risida emas, balki ularning hissiy va sensor rivojlanishi to'g'risida o'ylash kerak. Bola yaltiroq bo'yoqdan xursand bo'ladi, bir maromdagi tovush va harakatlardan huzur qiladi. Bola hayotining birinchi yilida uning sensor-hissiy qabul qiluvchanligi takomillashib boradi. Bunda kattalarning ta'siri alohida o'rinni egallaydi. Kattalarning ochiq yuz bilan so'zlashuvlari bolaga buyumlarning xususiyatlariga ijobiy munosabatda bo'lishlariga yordam beradi. Va aksincha, kattalarning ogohlantiruvchi ovozi, ularning yuzidagi xursandchilik alomati yoki xo'mrayib qarashlari, jerkib berishlari va hokazolar bolalarda shu buyumga yoki uning sifatiga salbiy munosabatni shakllantiradi. Bola hayotining ikkinchi yilida uning idroki sekin-asta takomillashib boradi. Bola endi faqat borliq xususiyatlarini emas, shu bilan birga san'at asarlaridagi ayrim estetik ifoda vositalarini idrok eta boshlaydi. Bu yoshdagi bolalarda musiqaning quvnoq va g'amginligiga ularning qattiq va sokin ohangiga, ohista va tezligiga javob ta'siri paydo bo'ladi. O'rta guruh bolalarida go'zallikni idrok etish jarayoni aniq ifodalangan, ta'sirli, faol tusda bo'ladi. Bu, ayniqsa, qo'g'irchoq teatri, kino, multfilm, teatrlarni tomosha qilganlarida namoyon bo'ladi. Bu yoshdan boshlab bolalar tanish bo'lgan san'at asarlarini yangi asarlar bilan solishtiradilar va ba'zi bir xulosalar chiqaradilar.

Estetik tarbiyaning vazifalari tarbiyaning umumiy maqsadidan kelib chiqib, bolaning yosh imkoniyatlarini e'tiborga olgan holda belgilanadi:

1. Bolalarni hayotdagi go'zallikni tushunishga, sevishtga, tabiatda, turmushda, yaratuvchanlik mehnatida, ijtimoiy hayotda, kishilarning xatti-harakatlarida bolalarga tushunarli bo'lgan go'zalliklarni ko'ra bilishga o'rgatish, ularda estetik his, estetik did, estetik munosabatni tarbiyalash, kuchlari yetganicha hayotda go'zallik yaratishda faol ishtirok etish istagini tarbiyalash.

2. Bolalarni badiiy ijodning turli janrlarida (badiiy asar, musiqa, qo'shiq, raqs, rasm) yaratilgan san'at asarlarini ko'rish, tushunish va sevishtga o'rgatish orqali ularda estetik ong qirralarini shakllantirish; chiroylini xunukdan, g'amginlikni xursandchilikdan farqlay olish; ranglarni, shakl, tovushlarni bir-biridan farqlay olish kabi sensor etalonlar bilan tanishtirish.

3. Bolalarni san'atning turli sohalari: ashula, o'yin, o'qish, qayta hikoya qilish, ijodiy faoliyatlarda yanada faolroq harakat qilish, o'zini ko'rsata olishga o'rgatish. Bular orqali bolalarda badiiy ijodiy qobiliyatni, xayolni o'stirish, fazoviy va rang munosabatlarini, ko'rish xotirasi, qo'llarni chaqqon harakatga keltira olish malakalarini rivojlantirish.

Estetik tarbiya vositalari quyidagilarni o'z ichiga oladi:

- bolalarni o'rab turgan muhit, turmush estetikasi;
- tevarak-atrofdan olingan taassurotlar;
- tabiat, san'at asarlari;
- bolalarning tasviriy faoliyatlari;
- bayramlar, ko'ngilochar tadbirlar;
- ma'lum maqsadli va rejali ravishda amalga oshiriladigan ta'lim;
- ma'lum maqsadga qaratilgan va rejali ravishda amalga oshiriladigan ta'lim.



Maktabgacha ta'lim tashkilotini o'rab turgan go'zallik muhiti bolalarning har tomonlama kamol topishiga, estetik didlarining tarbiyalanishiga yordam beradi.

Shaxsning estetik xususiyatlari tug'ma emas, ammo ular ijtimoiy muhit va faol pedagogik rahbarlik sharoitida ilk yoshdan boshlab rivojlanib boradi. Estetik rivojlanish jarayonida bolalarni estetik idrok, tasavvur, tushunchalar, mulohazalar, qiziqishlar, his-tuyg'ular, badiiy va ijodiy qobiliyatlarni tarkib toptirish amalga oshiriladi. Bolalarning estetik rivojlanishi ularning kundalik jo'shqin hayoti bilan chambarchas bog'liqdir. Ilk yoshdagi bolalarni nazarda tutganda, hali ularning estetik tarbiyasi to'g'risida emas, balki ularning hissiy va sensor rivojlanishi to'g'risida o'ylash kerak. Bola yaltiroq bo'yoqdan xursand bo'ladi, bir maromdagi tovush va harakatlardan huzur qiladi. Bola hayotining birinchi yilida ularning sensor-hissiy qabul qiluvchanligi takomillashib boradi. Bu yoshdagi bolada hissiy kechinmalarning shakllanishida kattalar muhim rol o'ynaydi. Kattalarning ochiq yuz bilan jo'shqin ohangda gapirishlari bolaga buyumlarning u yoki bu xususiyatlariga ijobiy munosabatda bo'lishlariga yordam beradi. Va, aksincha, kattalarning ogohlantiruvchi ovozi, ular yuzidagi tundlik alomati yoki xo'mrayib qarashlari, jerkib, siltab tashlashlari va hokazolar bolalarda shu buyumga yoki uning sifatiga salbiy munosabatni shakllantiradi. Bola hayotining ikkinchi yilida uning idroki sekin-asta takomillasha boradi. Bolalar endi faqat borliq xususiyatlarini emas, shu bilan birga san'at asarlaridagi ayrim estetik ifoda vositalarini ham idrok eta boshlaydilar. Bu yoshdagi bolalarda musiqaning quvnoq va g'amgin kuylariga, ularning qattiq va sokin ohangiga, ohista va tezligiga javob ta'siri paydo boladi va hokazo. O'rta guruhga kelganda bolalar estetik idrokining rivojlanishida muhim o'zgarishlar yuz beradi. Ularning estetik idroki ancha aniq va tabaqalashgan bo'lib qoladi. Ammo shunga qaramay, u qisqa-qisqa bo'lib, bolaning shaxsiy tajribasi va qiziqishiga bog'liq bo'ladi. Bu yoshdagi bolalar badiiy obrazni eng oddiy estetik baholay oladilar, ba'zi bir estetik vositalarni to'g'ri anglaydigan, tasvir mohiyatini tushunadigan bo'lib qoladilar. Bolalarda go'zallikni idrok qilish jarayoni aniq ifodalangan, ta'sirli, faol tusda bo'ladi. Bu ayniqsa, ular q o'g'irchoq teatri, kino, multfilm, telespektakllarni tomosha qilganlarida aniq namoyon boladi. Bolalar asar qahramonlari harakatiga bemalol qo'shilib harakat qiladilar, ularda muayyan vaziyatda o'zini qanday tutishni aytib turadilar, o'zlarini ular bilan birga o'ynayotgandek his etadilar. Bu yoshdagi bolalar tanish bo'lgan san'at asarlarini yangi asarlar bilan solishtiradilar va ba'zi bir xulosalar chiqaradilar. Bolalar she'rni nasrdan, badiiy asarning ba'zi bir janrlarini, tasviriy faoliyat va musiqaning bir xil turlarini (ertakni hikoyadan, marshni raqsdan, allani o'yindan va hokazo) bir-biridan ajrata boshlaydilar. Katta guruhning oxirlariga kelganda ular musiqani, badiiy asarlarni diqqat bilan tinglaydilar, tasviriy san'at asarlarini sinchiklab kuzatadilar, ulardagi ijobiy qahramonlarning xatti-harakatlaridan quvonadilar, yomonlikni qoralaydilar. Bolada musiqaviy va shoirona tinglash qobiliyati rivojlanadi. Ularda ayrim musiqa janrlariga, adabiy va tasviriy san'at asarlariga nisbatan barqaror qiziqish paydo bo'ladi. Bolalarda badiiy ijodiy qobiliyat rivojlana boshlaydi, ular mustaqil ravishda topishmoqlar, ashulalar, ertaklar, she'rlar to'qiydilar, applikatsiya va rasmlar ishlaydilar. Endi ular o'zlarining va o'rtoqlarining ishlarini baholaydigan bo'lib qoladilar. Kuzatayotgan san'at asari, eshitayotgan musiqa asarlari, o'qilayotgan she'rlarning eng nozik tomonlarini ko'ra biladilar, seza boshlaydilar. Badiiy asarlardagi ba'zi she'riy obrazlarni eslab qoladilar va o'z nutqlarida ishlatadilar. Tevarak-atrofdagi go'zallikka, san'atga, badiiy



va o'yin faoliyatining har xil turlariga nisbatan ularda qiziqish shakllana boshlaydi. Shunday qilib, maktabgacha ta'lim yoshi davri tarbiyaviy ta'sir orqali bolalarni estetik ruhda tarbiyalash maqsadlaridan va uning bola shaxsini shakllantirishda tutgan o'rnidan kelib chiqib, estetik rivojlanishlarini takomillashtirishdir. Estetik tarbiyaning vazifalari tarbiyaning umumiy maqsadlaridan kelib chiqib, bolalarning yosh imkoniyatlariga qarab belgilanadi. Estetik tarbiya vazifalarini hal etish bolalarda tashabbuskorlik, ma'lum natijalarni oldindan bilish, ularga intilish, orzu qila bilish kabi sifatlarni shakllantirish bilan uzviy bog'langandir. Estetik tarbiyaning mazmuni bolaning estetik faoliyati orqali amalga oshiriladigan bilim, malaka va ko'nikmalarni estetik hissiyot, qiziqish, estetik ehtiyoj, estetik did va mulohazalarni tarbiyalashni o'z ichiga oladi. Bular quyidagi yo'llar bilan amalga oshiriladi: O'yin, mehnat jarayonida, maishiy faoliyatda ijtimoiy va tabiat voqealari bilan tanishtirish orqali tevarak-atrofdagi borliqqa nisbatan estetik munosabatni tarbiyalash; san'at asarlari (badiiy tarbiya) vositasida estetik tarbiya berish.

Bolalardagi fikrlash qobiliyatini rivojlantirish uchun badiiy qobiliyatning hamma turlarida ham xayolning ma'lum maqsadga yo'naltirilgan bo'lishi ta'minlanadi. Bolalarni ijodiy maqsad qo'yishga o'rgatiladi.

Bolalarning mustaqil ijodiy faoliyatlari bayramlarda, ko'ngil ochish kechalarida, ekskursiya va sayrlarda, har xil o'yinlarda amalga oshiriladi. Bolalar o'zlarining badiiy ijodiy mahoratlarini, qobiliyatlarini bemalol, erkin namoyish qilishlari uchun tarbiyachi kerakli shart-sharoitni yaratib berishi zarur. Bolalarning bu xildagi mustaqil faoliyatlariga rahbarlik qilishda tarbiyachi yakka tartibda yondoshishi lozim. Shu orqali u bolalarning o'ziga xos qobiliyat va imkoniyatlarini o'rganadi. Bolalar orasida ashula aytishga, rasm chizishga, musiqaga havas juda erta uyg'onadi. Ammo bu hali bolaning kelajakda qanday mutaxassis bo'lishini aniqlash huquqini bermaydi. Lekin tarbiyachilar va ota-onalar bolalarning qiziqishlariga diqqat-e'tibor bilan qarashlari lozim. Ular bolani diqqat bilan kuzatayotib, unda musiqa, rasm, qurish-yasash va boshqa sohalardagi iste'dodning ilk kurtaklarini ko'rishlari mumkin. Boladagi qobiliyatlarning shakllanishi kattalarning mana shu kurtaklarni avaylab o'stirishlariga, ularga to'g'ri rahbarlik qilishlariga bog'liq.

#### FOYDALANILGAN ADABIYOTLAR:

1. Hasanboyeva O., Tadjieva M., Toshpulatova Sh. va boshq. Maktabgacha ta'lim pedagogikasi. T.: Ilm-ziyo, 2012
2. F. Qodirova, SH. Toshpulatova, N. Qambarova. Maktabgacha pedagogika.

