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Content and Principles of Education of Artistic-Aesthetic Taste of Future Teachers

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Abstract: This article describes the content, principles, application, methods, and essence of the process of educating the artistic and aesthetic taste of future teachers.

Keywords: Future teacher, principle, creative, analytical, integration, activity, fine art, practical training, artistic-aesthetic, culture, approaches, creativity, education, aesthetic taste.

Introduction: Cultivating the artistic and aesthetic taste of future teachers is important based on the modern requirements of the educational system. Cultivating artistic and aesthetic taste not only expresses the pedagogue's attitude to art and aesthetics but also includes creative approaches in his pedagogical work and skills in the aesthetic development of students. Cultivating artistic and aesthetic taste is aimed at forming the aesthetic sensitivity, creativity, and artistic expression skills of future teachers and has a direct impact on the general development of students.

The main part. The content of education of artistic and aesthetic taste. The content of the process of educating the creative and aesthetic taste of future teachers consists of several main components:

1. Artistic education and aesthetic taste: Education of artistic and aesthetic taste includes not only knowledge about art but also aesthetic sensitivity and artistic taste. The future teacher's ability to understand, interpret, and respond to works of art includes the skills necessary to develop aesthetic thinking in students.
2. Creative and analytical thinking: Cultivating artistic and aesthetic taste is aimed at developing the creative thinking of the future teacher. This, in turn, allows future teachers to successfully help in artistic and aesthetic educational activities, to reveal their creative

potential.

3. Pedagogical approach of the future teacher focused on artistic activity: It is necessary for the future teacher to use pedagogical methods in the education of taste. These methods should be aimed at developing students' creativity and aesthetic taste.

4. Personal and social development: Cultivating artistic and aesthetic taste affects not only personal development but also social relations, and cultural and aesthetic relations between peoples. This competence forms a unique outlook for the future teacher and strengthens his social responsibility.

Opinions of scientists on the development of the education of artistic and aesthetic taste.

Lev Vygotsky believed that artistic education affects not only aesthetic development but also cognitive processes. He also emphasized the importance of teaching social and cultural changes through artistic activities. According to him, artistic-aesthetic competence helps students develop not only aesthetic taste but also skills such as self-awareness and behavior in a social environment [1;11].

John Dewey spoke about the central role of aesthetic experience in studying art education. According to Dewey, in the process of art education, a person forms his aesthetic worldview and thereby develops creative and creative thinking skills. Dewey considers art education as an integral part of individual and community development [2;6].

Elliot Eisner talks about the role of the teacher in art education and the development of aesthetic competence. He saw artistic competence as an important tool not only for learning art but also for developing students' general aesthetic sensibility and creative thinking. According to Eisner, students develop aesthetic and social skills by studying art education [3;4].

Principles of education of artistic and aesthetic taste. It is necessary to follow a number of principles in training the artistic and aesthetic taste of future teachers. Based on these principles, future teachers will be able to organize their activities more effectively and provide students with a deeper knowledge of art and aesthetics.

The principle of integration. This principle is important in training the artistic and aesthetic taste of future teachers. Because art subjects taught in the field of visual arts are integrated with other subjects at the same time, this helps future teachers to learn more fully and deeply the artistic and aesthetic knowledge. If we take painting as an example, future teachers in this subject are trained in the process of painting using

the integration of several disciplines. In painting classes, future teachers will be given the task of creating a composition on the topic "Depicting the human figure in a historical image". During this assignment, first of all, each future teacher will refer to the history of art to create historical images. After choosing a historical image, they describe their compositions with the knowledge they have acquired from the science of plastic anatomy to correctly describe the human image and character. In the process of creating a composition, they conduct educational activities integrating subjects such as perspective, pencil drawing, psychology of colors.

Future teachers will not only develop their aesthetic abilities, but also form their attitudes towards different cultures and their artistic expressions, through a deep study of artistic-aesthetic taste, culture, and historical values at the same time through the composition they study on the principle of integration.

The principle of the creative approach plays a key role in educating future teachers about artistic and aesthetic taste. The essence of this principle is that future teachers will be advised to develop their creative activity, to be encouraged by the teacher to reflect new directions of visual art, and to further enrich their visual activity with new creative ideas. A creative approach helps to increase the aesthetic sensitivity of the teacher and makes his pedagogical activity more effective. Integrating a creative approach into the educational process helps students develop not only their artistic aesthetic imagination but also their creative and critical thinking skills. The implementation of this principle means not only learning the knowledge of the future teacher in visual activity but also the aesthetic activity, in the process of learning art, unique approaches, development of new methods, and new artistic expression methods. The creative approach has a direct impact on the education of artistic and aesthetic taste in the pedagogical process. The future teacher should pay attention to two main points in the development of creative thinking:

1. Personal creative activity of the future teacher. This activity has a great influence on the future teacher's pedagogical approach. If the future teacher develops his artistic and aesthetic skills, he will be able to teach students more effectively. The future teacher's aesthetic sensitivity and creative activity a necessary tools for teaching students high aesthetic taste and various forms of artistic expression. Also, the future teacher will guide students in developing their creativity through their creative activities.
2. To offer students new ways of artistic expression. Learning a creative approach allows students to

discover new ways of artistic expression. The future teacher should teach students to use different materials and techniques in creating an artistic image. This, in turn, expands the creative abilities of students and increases their artistic and aesthetic sensitivity. For example, students can be encouraged to create new creative ideas by combining new compositional forms, combining colors and backgrounds, and integrating music and artwork.

The principle of activity-based approach plays a very important role in the education of artistic and aesthetic taste. The main goal of this principle is to ensure the learning process of the future teacher through aesthetic and artistic activities. That is, future teachers use this principle in applied sciences. In this principle, the teacher-disciple tradition takes the leading place. Visual activities are reflected directly in connection with the activities of the teacher and the student. For example, when future teachers are given the task of creating a composition on a free topic, each future teacher chooses a topic based on the level of perfection of his knowledge and visual activity. The chosen topic is discussed by the teachers, and the student is given assignments and practical help on what techniques to use, and what to pay attention to when performing an artistic composition. In this principle, both the teacher and the student work with each other individually, so future teachers will help to form their aesthetic and creative skills through their experience and participation in artistic activities. Through this process, future students will learn to express themselves artistically, create new artistic forms, and apply aesthetic ideas in practice. The successful implementation of the activity-based approach principle is an important factor in the development of artistic and aesthetic competencies of future teachers and serves to increase the effectiveness of the educational process. This principle supports not only artistic education but also the general personal development of future teachers.

CONCLUSION

The process of educating the artistic and aesthetic taste of future teachers is based on many pedagogical approaches, methods, and principles. Cultivating artistic and aesthetic taste helps to develop not only the knowledge of teachers in art education but also the ability to teach students an aesthetic approach, creative thinking, and interest in artistic activities. To effectively implement this process, it is necessary to follow principles such as integration, creative approach, and activity-based approach.

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