

## Aesthetic Education of Students of Junior School Age by Means of Literary Fragments of the 4th Grade Reading Book

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**Abstract:** The article presents the experience of using fiction in the process of aesthetic education of students of junior school age. Modern ideas about aesthetic education and its features are analyzed. The article describes in detail examples of literary fragments of the 4th grade reading book and their analysis.

**Keywords:** aesthetic development, aesthetic education, aesthetic element, aesthetic attitude, sense of beauty, need, literary piece, love, pictorial activity, fiction.

Children's aesthetic imagination is not born, but develops from the moment the child enters the social environment. As soon as the child arrives at the educational institution, the child experiences development in the harmony of education and upbringing under clear pedagogical guidance. Aesthetic development of children includes the formation of their aesthetic culture, perception, concepts, interests, judgments, feelings, and tastes.

Primary school teachers use all the tools and methods of aesthetic development of students during music, fine arts, education classes. However, in the aesthetic development of children, it is necessary to highlight reading lessons, where educational opportunities are unlimited. In order for the child's inner world to be rich, to feel the beauty around him, it is necessary to introduce him to fiction and the art of reading. The book has been the first source of spiritual enrichment, emotional and intellectual development for many centuries. In addition, the book is rich in aesthetic values that affect the young reader.

The tasks of developing aesthetic education through literary literature are as follows:

1. formation of artistic-aesthetic perception, consciousness, taste, needs;
2. development of emotional artistic and aesthetic experiences, feelings; forming the ability to associate your mood with colorful images;
3. development of artistic and aesthetic activity, independence, initiative manifested in visual activity; encourage children to express their reaction to the image in the picture;
4. introduce the works of Russian poets who created works about nature;
5. encourage children to express their personal opinion about what they see and hear;
6. enrichment of the environment that develops the subject within the framework of artistic and aesthetic education.

Aesthetic education includes the formation of a tendency to art and beauty created by human creativity. According to KD Ushinsky, there is an aesthetic element in every discipline of the educational cycle, and the task of the teacher is to convey it to the child. The task of the school is to form an aesthetic attitude towards life, the need for activity based on the laws of beauty.

Below are the literary passages rich in aesthetic elements and their aesthetic analysis in the 4th grade reading book:

"... Nature is refined like gold; As if preparing for a big celebration, it becomes close to the eyes like a bride with a flowery dress on her shoulders; Girls also silently watch the cranes that go to distant lands; He opens his hands in prayer and prays for peace and harmony in the country, freedom and prosperity for the people, happiness and prosperity for our youth, knowledge and enlightenment. (4th grade "Reading book" textbook "Autumn excitement" pages 19-20)

Understanding the beauty of nature among students of the 4th grade through the sentences in the literary passage, they glorify the beauty of nature by showing how a great gift of nature, like the sun, turns the earth into gold, starting from the smallest particle in nature. The formation of a sense of beauty in students is first of all formed by hearing and summarizing the ideas in their own imaginations and various questions and answers aimed at realizing the beauty in themselves and around and forming it in themselves. Gold in human life In order to show the reason for the beauty of nature, the sentence in the literary piece is an important part that should be focused on, because of its high value and to deliver the means of turning nature into gold in an understandable language.

It is through the words in the next sentence in this passage that the flowery dress of the bride, which is a symbol of beauty, and her appearance, which looks like it was made for a holiday, describe the exquisite aspects of nature, and the pleasure and beauty of nature is conveyed to the reader's heart. It is appropriate to develop aesthetic education in the spirit of trying to create.

The beautiful gift of nature, the cranes, in the process of leaving the country, the girls' silent observation is embodied in the imagination of the students, the pleasure of the winged friends and the fact that their appearance is a perfect blessing, and the little girls who came along with them aimed at forming a great feeling of affection and love.

A vivid example of the fact that the educational goal set before each literary piece is not focused only on one direction, but is aimed at developing several educational goals - "Open your hands in prayer, bring peace and harmony to the country, freedom, abundance, Let's pray for happiness, knowledge and enlightenment for our young people. It is aimed at patriotism and independence, striving for enlightenment and educating students in this spirit.

"...The frost draws colorful patterns on the window panes; This tale is about a once-in-a-thousand-years paint market; She is a very beautiful girl: buds and buds grow in her hair; violets are pinned to the hems of his shirt; the swallows are circling over his head, which is wearing a wreath of daisies, and the bows and arrows resting on his shoulders are fluttering; While the apricots are blooming, the cotton is about to open, and the golden grapes are ripening in the gardens, and the Winter's wrath is spreading." (Grade 4 "Reading Book" textbook "Colorful Snows" pages 57-59)

In the next literary passage, by celebrating the freshness and beautiful views of winter, we will show the power of cold air, the ability to create colorful patterns on windows, and help enrich the psyche of elementary school students with brilliant concepts. will give.

Next, by expressing in words the proportions of the seasons with colors, the high manifestations of aesthetic education in students are praised. Simply paint market, each color has its own symbol and influence on the mood of the person is analyzed, and the appearance and characteristics of the seasons will create a pleasant situation for the students.

These concepts motivate students to enjoy their lives, their living environment, and create this enjoyable living environment through their own actions.

The simple words used to describe the season of spring, the phrase "with violets pinned to her skirts, and swallows circling above her head, wearing a wreath of daisies," are symbols of perfect beauty. It is only through thorough analysis of these that students are properly guided.

Artistic-aesthetic perception not only teaches to appreciate the freshness of the seasons, but also allows them to imagine the spring season as apricot blossoms, the autumn season as almost opened cotton, the summer season as gold-shining grapes, and the winter season as fierce cold.

"...The spring breeze blew from the east, opening the way to paradise to decorate the world; The trees that fell asleep again put on a green coat, decorated with white, yellow, blue, red silk covers; The partridge is singing merrily and cackling, its beak is red as blood, and its brow is black; In the flower garden, the nightingale sings in a thousand tones, sings sweetly all day and night; The sky is covered with clouds, it is raining, the flowers are smiling and laughing."

(4th grade "Reading book" textbook "In the definition of spring" page 106)

In the following literary passage, through the image of spring, the mood of nature is compared to the mood of man, and the birds, the sky, and the trees are delighted by the colorful beauty. Emphasizing that the task of spring is to make nature beautiful, and the sentence opened the way to paradise to decorate the world, gardens in nature, artificial trees, and cheerful birds are compared to the garden of paradise. From these definitions, students will learn that all beautiful things serve goodness, that beautiful things serve goodness, that beauty can be perceived by hearing and feeling it in addition to visual perception absorbs.

In short, to enrich the subject-developing aesthetic atmosphere of classrooms with book corners, samples of works of art, figurines and pictures of fairy-tale characters;

by developing and conducting a set of activities using the reading of fiction literature, it is possible to form and positively change the attitude towards aesthetic imagination, aesthetic ideal, and aesthetic taste in students of junior school age.

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